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ABSTRACT

This paper presents the Alhambra/Arizona Department of Education EPDA (Education Professions Development Act) B-2 Kindergarten Aide Training Project, which was a cooperative effort to develop a performance-based program with specific objectives. Following a brief introduction, the development of the training program objectives is discussed in relation to cognitive, affective, and psychomotor domains. The preservice and in-service training programs for aides is explained and, for music and art, outlined. A task analysis form was included along with tables of responses obtained from nine aides and 13 teachers. Information is given concerning the involvement of parents, the development of program materials, and evaluation procedures. Recommendations are made concerning future programs. The appendixes contain a) summary of skills that teachers thought kindergarteners should possess, b) criteria for selecting kindergarten teachers in Alhambra district, c) philosophy for kindergarten, d) interview and selection data for kindergarten aides, e) kindergarten rating scale, f) suggestions for the development of skills by kindergarten aides, g) guidelines for classroom observation by aides, h) kindergarten progress report, i) parent-aide workshop, and j) materials used in the training program. (BRB)

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# EPDA B-2 Alhambra Elementary Kindergarten Aide Training Project

ARIZONA  
Department of Education  
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EPDA B-2

ALHAMBRA  
ELEMENTARY

KINDERGARTEN AIDE TRAINING PROJECT

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Phoenix, Arizona

1973

## PREFACE

The Alhambra/Arizona Department of Education EPDA B-2 Kindergarten Aide Training Project was a cooperative effort to develop a program based upon performance as related to specific objectives.

The close relationship established permitted the school district to provide continuous information to the Department of Education through the EPDA B-2 Coordinator. The degree of flexibility allowed by virtue of many meetings of the district project director and the SDE EPDA Coordinator enabled changes to be made during the year which seemed beneficial to the demonstrated competencies of the aides-in-training.

The author is indebted to Charles M. Ardolino, EPDA Coordinator, for his constant support, encouragement, and advice which was so generously provided throughout the year. A special note of appreciation must be given to the Alhambra District Board of Trustees, the administrators, and consultants who gave their approval and support to the project. Finally, a most sincere note of thanks and appreciation to the district kindergarten teachers and their teaching assistants, our kindergarten aides, who demonstrated trust and the desire and effort to make the program a success.

Robert A. Weinheimer  
Administrative Assistant  
Special Projects



## ACKNOWLEDGMENTS

A review of a considerable number of paraprofessional training program and project reports in the ERIC collection has been very helpful to the Alhambra/Arizona project as the development of the kindergarten aide project developed. We wish to acknowledge the AEIS services located in the Bureau of Educational Research at Arizona State University and the RCU services of the State Department of Education for making it possible to review this information. We have used portions of programs developed in the New York City Group C Title I program as well as the task analysis of the New York State COP program. The suggestions from the Herman Street Preschool EPDA Training project conducted by Syracuse University has been helpful to us as we considered the kinds of skills that were important for kindergarten aides to develop. In the perceptual-motor and movement exploration area, we have profited from the materials provided and assistance given by Tom Edson, coordinator of Physical Education for Riverside County, California.

Acknowledgments must be extended to the kindergarten consultants in the neighboring Cartwright, Osborn, and Washington School Districts for the arrangement and permission to visit the kindergarten classes in a number of schools. We thank the principals and teachers of the schools visited and in particular, Phyllis McMenamy, Juanita Potts, Dr Wynn Wright, and Dr. Ella Forman for their courtesy and cooperation. We express our appreciation to Martin Shultz, Upper Grade Coordinator in the Osborn District for the direction given us in the Objectives Workshop.

We sincerely acknowledge the interest, concern, and encouragement given us by the parent members of the Advisory Council and the parents in the district who responded to our surveys and kept us informed as to how we were doing in their opinion.

Finally, we wish to acknowledge the support and approval of the Alhambra Board of Trustees and the district superintendent, Wendell O. Wozencraft, for the encouragement and confidence in our efforts to develop a program that would make a significant contribution to a good start for our boys and girls.

Robert A. Weinheimer

## ALHAMBRA/ARIZONA PROJECT

1972-1973

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| Ruben Delos Rios . . . . .     | Cordova    |
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| Larry Wilder . . . . .         | Montebello |
| Robert Dawson . . . . .        | Sevilla    |
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Administrators:

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Aide:

Williams

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## INTRODUCTION

In recent years there has been a spectacular rise in the number of paraprofessionals who have been employed by school districts in a number of various assignments. As the number has risen, so also have questions about their effectiveness.

Research has already shown a definite correlation between the use of aides in the classroom and improved achievement scores.

Recognizing the variations in home-training, parental expectations, experiences of the children, and the differences in maturation and development, the Alhambra Elementary District was desirous of providing an adult/pupil ratio in each kindergarten class which would offer the greatest opportunity for dealing with those differences. In order to provide learning experiences and activities which will give all the children a chance to grow and move towards the fulfillment of their expected potential, the district feels that it is important to provide good adult models who will interact in an efficient and "humanistic" manner with every child.

The three major goals of the Alhambra/Arizona EPDA B-2 project are:

1. To provide for the development and implementation of a training program for kindergarten aides based upon specific objectives within a climate of interaction which includes teachers, parents, and all persons significant to the success of the kindergarten child.
2. To design a plan for the improvement of the kindergarten aides services through a continuous inservice program, utilizing district personnel and selected outside consultants.
3. To develop activities which will help to promote a closer understanding and cooperation between home and school, and will be reflected in an improved attitude on the part of the children toward learning.

### Overview of the Alhambra/Arizona EPDA B-2 Project

The Alhambra/Arizona EPDA B-2 Project for the training of kindergarten aides is a developmental program which was designed to establish performance based criteria and teacher written objectives for use in the preservice and inservice phases of the project.

Prior to the actual training phase which began in August 1972, all first grade teachers in the district were asked to respond to a survey question, "What do *you* feel a child entering first grade from a quality kindergarten should know?" The district teachers gave complete cooperation to this request and a list of expected outcomes was developed. The summary of these outcomes may be found in Appendix A.

In April 1972, thirteen of the kindergarten teachers who had been selected to teach our first district-wide kindergarten classes in September, participated in a four-weeks course for the writing of performance objectives. This course was taught by Mr. Martin Shultz, Coordinator of the Osborn School District. In addition to the teachers, Thelma Peterson,

kindergarten consultant; Jo Pitts, primary consultant; Sandra Hungerford, counselor; Tom Ciani, physical education coordinator; and Robert Weinheimer, administrative assistant, were directly involved in the writing of the original objectives in the three domains, cognitive, affective, and psychomotor.

The consultants who were selected to direct the preservice training program of three weeks in August were required to specify objectives from those originally written for which they would be held accountable with respect to the aides' competency to perform. Determination of performance in the classroom was made by the kindergarten consultant and the project director through periodic visitations during the school year.

The August training session consisted of three weeks, five days a week, seven hours a day, and was devoted to a balance of work in the three domains. The initial week was devoted to the psychomotor domain with attention also given to the use of audiovisual equipment, and training in art, music, library orientation, and crafts. The second week was devoted to the cognitive domain with particular attention to the Lippincott Beginning Reading program which was scheduled for use in the district kindergarten program.

The third week of the preservice phase was devoted to the affective domain. Teachers and aides paid by the district were totally involved in this session under the direction of Sandra Hungerford, an experienced elementary school counselor. Emphasis was placed on peer relationships, the expected needs of children at the kindergarten age, the effect of the family constellation on the individual child's behavior, and the improvement of communication efforts in the classroom, within the home, and within the community.

During the school year, the aides were employed by the district for four days, six hours a day, and performed the duties of instructional aides in the classroom under the direction and supervision of the classroom teacher. Each Wednesday, the aides were involved in workshops, training sessions, or visitations with specific objectives to be met. These objectives were designed by the project director, the kindergarten consultant, and the counselor in response to the stated needs of the kindergarten teachers and aides. Continuous feedback from the classroom teachers to the project director enabled the inclusion of training objectives which best met the changing needs of the kindergarten program and which permitted flexibility in allowing for certain competencies already evidenced by individual kindergarten aides.

Efforts were made to include the community and its expectations through the establishment of a Kindergarten Advisory Committee composed of a parent representative from each of the eleven schools, three kindergarten teachers, one kindergarten aide, two principals, the kindergarten consultant, the State Department of Education EPDA B-2 Consultant, and the district project director. Specific meetings were spaced throughout the year for the purpose of determining the needs and expectations of the parents. The parent representatives invited additional parents to these meetings as well as making telephone surveys and assisting in a written survey of all the kindergarten parents in our district.

The evaluation of the project was principally a subjective one of a formative nature. Because the district was entering into its initial year in the provision of the kindergarten level, it was considered not practical to develop a pre- and post-testing pattern. Each kindergarten teacher made an anecdotal report as well as using a check list to indicate the effectiveness of the aide under his or her supervision.



Throughout the year, the kindergarten consultant made visitations to the classroom and reported to the project director with respect to the progress of the kindergarten aides. During the month of April and May, the project director spent a minimum of one half-day (a full session of two and one half hours) with each kindergarten aide at which time the teacher had been released to visit another school in the district. Prior to this visit, each teacher was instructed to include in the plan for the day, activities which would allow the aide to demonstrate proficiency in some area of the cognitive and the psychomotor domain. It was felt that the overall attitude and behavior of the aide with the children would show evidence of their effectiveness in the affective domain.

During the year, a task analysis was made by the teachers and the aides concerning the responsibility for classroom activities. The reports are included in a later chapter. In addition, all sixteen teachers in joint effort with the aide(s) assigned to the respective schools, rated the original objectives as to their usefulness. This has given us some direction for future training of aides and the development of a volunteers training program.

Those involved in this project feel that the use of consultants from within the district has been successful and has aided in allowing us to make other district personnel more aware of the efforts being made to train aides based upon objectives. We were very fortunate to have included two outstanding outside consultants, Grace Nash and Tom Edson, to our program. Their contribution to the effectiveness of our aides was superior in quality.

The success of the seven hundred and twenty-seven kindergarten children when tested using the Metropolitan Readiness test attests to the fact that despite all the variables of our entrance into the kindergarten level, we met the challenges. In our opinion the proven effectiveness of well trained kindergarten aides must be credited with a portion of that success.



I

## THE DEVELOPMENT OF TRAINING PROGRAM OBJECTIVES

## THE DEVELOPMENT OF THE TRAINING PROGRAM OBJECTIVES

During the months of February and March 1972, prospective teachers for the kindergarten classes to begin in September 1972 were interviewed. Those interviewed included primary teachers employed by the district who held the proper credentials for teaching kindergarten as well as applicants new to the Alhambra District.

A condition for consideration was an agreement by the candidates that they would be willing to attend a district sponsored workshop on "Principles and Practices of Performance and Process Objectives." This was being offered to all teachers in the district with initiative credits attached as a part of the professional growth plan. Thirteen teachers were assured kindergarten assignments by March 15, 1972. Three other teachers were added in August.

From March 27, 1972 through April 20, 1972, the 13 kindergarten teachers, two district consultants, a district counselor, the coordinator of Physical Education, and a district administrative assistant were involved in a special session of the "Performance and Process Objectives Course." Every Tuesday and Thursday for four weeks this team concentrated on the development of the objectives for the training program. The first three sessions were devoted to the following topics: (1) Introduction to Basic Principles; (2) General Goals, Affective Objectives, and Cognitive Objectives; and (3) Main Components of an Objective, Behavioral Terms, Conditions, and Standards.

The final five sessions concentrated on the production of the actual objectives. Participants were divided into three groups to work on the cognitive, affective, and psychomotor domain objectives. The actual work sessions produced much difference of opinion on the writing of objectives, particularly with respect to specificity. The lack of district goals to which more related objectives could be directed has proven to be one of the reasons for the weakness of some of the original objectives. Teachers were given the opportunity to rate the usefulness of the objectives later in the school year and comments indicate that certain ones that were considered appropriate for training when developed in April proved to be limited when tied to aide competency.

Some of the difficulty in the development of the objectives can be attributed to the fact that this was to be our initial year in offering kindergarten to the children of the district. Uncertainty about programs, materials, and resource allocations made it difficult to write objectives with clear cut criterion measures because of some constraints which were not apparent at the time.

After a year's time to develop this training program, it appears most important to have a much clearer concept of the institutional goals for Early Childhood and Kindergarten programs as well as the ability to understand and be able to write well stated measurable objectives. A search of the literature and a review of project reports available through ERIC should prove helpful to anyone contemplating the writing of objectives in the three domains as they apply to early childhood education and to the training of teaching assistants or classroom volunteers for children of this young age.

Our experience has proven that within our own schools there is a difference in the philosophy of our kindergarten teachers as to the goals and objectives of the program. It

appears to us that as we continue the training program, we may wish to use attitude surveys and instruments which might help in determining the compatibility of teacher and aide. This also may influence the kind of training and the objectives for such training among our different schools to allow for variations in environment.

As a requirement for the project, we were expected to complete at least 25 objectives in each of the three domains. The designator C-1, etc., in front of the objectives was used for the teacher-aide rating of each original objective after they had been used for five months.

## OBJECTIVES FOR KINDERGARTEN AIDE TRAINING PROGRAM

### COGNITIVE DOMAIN

#### A. Perceptual Reading Skills

##### 1. Oral Expression Skills

###### a. Dictating a statement

C-1 Objective: After learning to do manuscript writing, the aide will correctly print the sentences dictated by a child.

##### 2. Visual Skills

###### a. Noticing likenesses and differences

###### (1) Name

C-2 Objective: Provided a series of activities using name cards by the aide, the child will identify his own name.

###### (2) Objects

C-3 Objective: Given a series of objects, the aide will provide activities to help the child recognize that objects have likenesses and differences.

###### (3) Missing objects

C-4 Objective: Given a series of picture objects, the aide will provide activities for helping the child identify missing objects.

###### (4) Reproduce designs

C-5 Objective: Given appropriate materials, the aide will design activities to help the child become adept at reproducing simple designs.

###### (5) Letter shapes

C-6 Objective: Given a series of techniques, the aide will help the child become proficient in recognizing likenesses and differences in letter shapes.

###### (6) Numerals

C-7 Objective: Given a series of techniques, the aide will help the child to become proficient in recognizing likenesses and differences in numerals.

(7) Colors

C-8 Objective: Given a variety of activities, the aide will help the child recognize the primary colors.

(8) Symbols

C-9 Objective: Given appropriate materials and instruction, the aide will help the child to differentiate likenesses and differences between symbols.

3. Auditory Skills

a. Rhyming words

C-10 Objective: Using poetry, jingles, objects, and/or pictures, the aide will help the child to discriminate rhyming words.

b. Environmental sounds

C-11 Objective: Using appropriate records or tapes, the aide will help the child determine environmental sounds.

c. Identifying Consonant sounds

C-12 Objective: Presenting groups of five words, three having the same initial consonant sound, the aide will help the child identify those words with the same initial consonant sound.

B. Word Analysis Skills

1. Phonetic Analysis Skills

a. Consonants

C-13 Objective: Given various techniques and materials, the aide will help the child recognize the consonant sounds in the initial position.

C. Vocabulary Building Skills

1. Basic Sight Vocabulary

a. Recognizing sight words

C-14 Objective: Given a variety of techniques, the aide will help the child recognize 20 selected words frequently used during the year.

b. Recognizing color words

C-15 Objective: Using prescribed color word cards, the aide will present activities which will help children recognize color words.



c. Recognizing number words

C-16 Objective: Using number word cards and a variety of activities, the aide will help the child recognize number words.

2. Using Picture Context Clues

C-17 Objective: Given instruction in the technique of using picture context clues, the aide will help the child determine the word a selected picture portrays.

3. Using Verbal Context Clues

C-18 Objective: Giving instruction in using verbal context clues to determine missing words, the aide will help children utilize these clues in selecting appropriate answers.

4. Classifying Words by Category

a. General category

C-19 Objective: After receiving instruction in the technique of categorization, the aide will help the child group a series of pictures by category.

D. Comprehension Skills

1. Sequence

a. Organizing to show sequence

C-20 Objective: Given a series of pictures by the aide, the child will demonstrate his understanding of sequences by arranging the pictures in order.

b. Marking to show sequence

C-21 Objective: Given instruction in the technique of marking pictures to show story sequences, the aide will help the child develop this skill.

c. Recalling sequences

C-22 Objective: After receiving instruction in questioning techniques following an oral story, the aide will help the child relate the main ideas of a familiar story in sequence.

2. Main Idea

a. Listening

C-23 Objective: After reading an appropriate story, the aide will, through her explicit questioning, elicit the main idea from the children.

b. Pictures

C-24 Objective: After developing a technique for determining the main idea in a selected picture, the aide will help the child determine the main idea.

3. Interpreting Emotions

C-25 Objective: After receiving instruction in interpreting emotions in pictures, the aide will help the child determine the specific emotion depicted in a selected picture.

4. Seeing Relationships

C-26 Objective: After receiving instruction in seeing relationships, the aide will provide activities to help the child see relationships.

5. Distinguishing Fact and Fantasy

C-27 Objective: After observing the technique of distinguishing fact and fantasy, the aide will help the child identify those actions in a story which are unrealistic.

E. Study Skills

1. Follow Oral Directions

a. Oral directions

C-28 Objective: After observing the technique of giving oral directions, the aide will help the child follow specific commands.

AFFECTIVE DOMAIN

A. A-1 Given preliminary training, the aide will demonstrate knowledge of 10 factors contributing to classroom control.

1. Establish consistency
2. Establish routine
3. Establish atmosphere of calm and control
4. Establish limits
5. Be aware of "planned ignoring"
6. Avoid shouting over children's voices
7. Avoid repeating oneself
8. Encourage child's self control
9. Use natural consequences whenever possible
10. Acknowledge the importance of a good relationship with each child.

- B. A-2 Given preliminary training, the aide will demonstrate knowledge of eight basic needs of children of kindergarten age and know how this applies to the classroom situation. Needs for —
1. Encouragement
  2. Immediate goals (not long range)
  3. Group acceptance
  4. Approval
  5. Security
  6. Novelty (short attention span)
  7. Recognition
  8. Independence
- C. A-3 Given preliminary instruction, the aide will demonstrate knowledge of four common goals of misbehavior in children, and apply this knowledge to given classroom situations.
1. Attention getting mechanism
  2. Struggle for power and superiority
  3. Desire to retaliate or revenge own feelings
  4. Display of inadequacy, inferiority, or assumed disability.
- D. A-4 Given a discipline problem involving the students, the aide will react in a calm, positive, and non-punitive manner.
- E. A-5 In a discussion with a child, the aide will use the appropriate physical motions that the situation calls for.
1. Hand on shoulder
  2. Eye to eye contact
  3. Holding hand
  4. Hugging
- F. A-6 In personal contact with a member of the staff or a parent, the aide will accept the responsibility for keeping confidential all school matters.
1. Cumulative file for a child
  2. Information on a child's family situation.
- G. A-7 In a given classroom situation, the aide will model an awareness of the importance of social behavior in the following situations:
1. Sharing
  2. Showing concern for others
  3. Being punctual
- H. A-8 Given prior training, the aide will demonstrate an understanding of the term self-concept and know various ways to encourage a positive self-concept among students.
1. Develop independence
  2. Foster security
  3. Give appropriate praise

- I. A-9 In an instance where a child has a problem to discuss, the aide will demonstrate her understanding of the technique of reflection and use it appropriately.
  1. (Example) Child has had a bad dream.
- J. A-10 Given prior training the aide will demonstrate understanding of four factors contributing to a child's character development.
  1. Valuing the child as he is
  2. Showing faith in the child so he can have faith in himself
  3. Giving recognition for effort, as well as achievement
  4. Recognizing and utilizing a child's interests, assets, and strengths.
- K. A-11 Given an interview with an individual child, the aide will determine the child's position in the family and demonstrate knowledge as to how this might effect his behavior.
  1. (Example) The only child – may be oriented primarily to the adult world.
- L. A-12 Given a classroom, the aide will establish a healthy and pleasant atmosphere.
  1. Ample lighting
  2. Comfortable temperature
  3. Attractive surroundings
- M. A-13 Given prior training, the aide will demonstrate knowledge of 16 specific behaviors she may encounter from children in the classroom and know alternatives for dealing with each.

|                 |                    |                    |
|-----------------|--------------------|--------------------|
| 1. Daydreaming  | 7. Pants wetting   | 12. Stealing       |
| 2. Sleepiness   | 8. Temper tantrums | 13. Bashfulness    |
| 3. Masturbating | 9. Tattling        | 14. Fearfulness    |
| 4. Thumbsucking | 10. Selfishness    | 15. Untruthfulness |
| 5. Stuttering   | 11. Clowning       | 16. Swearing       |
| 6. Nail biting  |                    |                    |
- N. A-14 Given appropriate training, the aide will demonstrate knowledge of typical behaviors of a five-year old.
  1. May just be learning to interact with other children
  2. May have to learn that classroom materials belong to all, not one or no one
  3. Short attention span
- O. A-15 Given an opportunity, the aide will demonstrate her ability to talk with five-year old children appropriately.
  1. No baby talk
  2. Appropriate vocabulary

- P. A-16 Given a situation where the child has lost a loved one (a pet), the aide will demonstrate understanding.
1. Understanding, not excessive sympathy.
- Q. A-17 Given a small group of children, the aide will demonstrate her ability to encourage and direct sociodrama and role-playing among the students.
- R. A-18 Given the parents of one of the students, in either a simulation or actual situation, the aide will talk with them in a positive manner.
1. Johnny may not be great in sand shoveling but his block building is.
- S. A-19 Given a role playing situation, the aide will demonstrate how she will act toward community members when approached outside the school.
1. The aide meets the parent at the grocery store and the parent wants to discuss the school.
- T. A-20 Given a teacher and an aide, the aide will demonstrate a helpful attitude towards the teacher.
1. Little extras are necessary at times.
- U. A-21 Given the district policies in handbook form or excerpts from the policies, the aide will communicate appropriately with her teacher, principal, and other staff members.
- V. A-22 Given the local school handbook and/or the district aides handbook, the aide will familiarize herself with the contents, and will be able to locate specific areas upon request.
- W. A-23 Given puppets and various costumes, the aide will demonstrate her ability to use these aids in helping children communicate their ideas.
- X. A-24 Provided with examples and actual contact with children during the training period, the aide at the conclusion of the training program will satisfactorily conduct small group activities to the approval of the instructor and/or a group of peers.
- Y. A-25 Given an opportunity to observe modeling by the instructors and teachers examples of reinforcing behaviors and non-reinforcing behaviors relative to kindergarten children, the aide will demonstrate through role-playing or situational portrayal, her ability to differentiate to the satisfaction of the instructor.
- Z. A-26 Given the opportunity to engage in a planning conference with the classroom teacher, the aide will suggest contributions in a cooperative manner.

## PSYCHOMOTOR DOMAIN

### A. Body Awareness

P-1 Objective: Through comprehensive instruction, the aide can demonstrate and help the child to develop an awareness of his body and the body parts through the following activities as based upon standards established by the instructor.

#### 1. Locating and Naming Parts of body:

- |          |           |
|----------|-----------|
| a. head  | f. neck   |
| b. hands | g. hips   |
| c. foot  | h. knees  |
| d. eyes  | i. ankles |
| e. nose  | j. ears   |

#### 2. Find right:

- a. hand
- b. foot
- c. eye
- d. knee
- e. ear

#### 3. Find left:

- a. hand
- b. foot
- c. eye
- d. knee
- e. ear

4. Using right leg and foot make circle on floor.

5. Using left leg and foot make circle on floor.

6. Tunnel crawling.

7. Singing song "Hands" from Valett's book.

### B. Sensorimotor

P-2 Objective: Through comprehensive instruction, the aide will demonstrate and help the child in the development of sensorimotor skills by means of the following activities as judged by the instructor and/or classroom teacher.

- 1. Given several different objects, the pupil is to identify them correctly as the aide points to them.
- 2. Given several objects in a specific order, the pupil is able to remember the order and return these after the aide has rearranged them.



3. Given several objects, the pupil is able to classify them into two groups.
4. Given a variety of cloth pieces, the child can distinguish between velvet, furs, satin, silk, cotton, etc.
5. Given several forms (triangle, square, circle, rectangle), the child will discriminate between the shapes.
6. Given two plastic letters, the child will determine if they are alike or different.
7. Given several fruits (and with eyes closed), the child will identify the fruits by name.
8. Given several fruits (with the eyes closed), the child through touch and smell will identify the fruit.
9. Given two numerals, the child will determine if they are alike or different.

#### C. Motor Planning

P-3 Objective: Through comprehensive instruction, the aide will demonstrate the ability to help the child in the development of gross motor coordination through the following exercises to the satisfaction of the instructor of a panel of teachers.

##### 1. Rolling

- a. From a prone position, arms over head, roll from back to stomach.
- b. Continue rolling with feet together, arms clasped over head toward a given destination—then reversing direction to the beginning position.
- c. Head rolls—frontward, backward.
- d. Back roll—get to knees from lying on back.
- e. Stomach roll—get to knees from lying on stomach.
- f. Obstacle somersaults (through course).

##### 2. Crawling and creeping (per techniques used at the Institute for Achievement of Human Potential).

##### 3. Skipping—straight line, circle, through course.

##### 4. Walking

- a. Forwards
- b. Backwards
- c. Sideways
- d. Left-right
- e. Elephant walk
- f. Walking with eyes closed toward a target
- g. Following marked path
- h. Ladder walk
- i. Over hurdles

5. Running

- a. In-place
- b. Maze run
- c. Three legged
- d. Time runs
- e. Backwards
- f. Over hurdles

6. Hopping

- a. With feet together a distance of approximately 30 feet
- b. With feet together and eyes closed approximately 30 feet
- c. On right foot approximately 30 feet
- d. On left foot approximately 30 feet
- e. On right foot with eyes closed approximately 30 feet
- f. On left foot with eyes closed approximately 30 feet
- g. Play hop scotch
- h. Hop left, then right
- i. Hop two right, then one left
- j. Hop two left, then one right

7. Jumping

- a. Feet together, jump straight up
- b. Feet together, jump straight up with eyes closed
- c. Jump straight up on right foot
- d. Jump straight up on right foot with eyes closed
- e. Jump straight up on left foot (etc. as above)
- f. Jump rope—group and individually

8. Kicking ball or object on floor

9. Sit ups

10. Push ups

11. Hop skip jump

12. Walking on feet and hands, stomach towards the floor

13. Walking on feet and hands, back towards the floor

14. Jumping jacks

15. Touch toes, knees straight

16. Touch toes, knees straight, eyes closed

#### **D. Spatial Relationships**

**P-4 Objective:** Through comprehensive instruction, the aide will demonstrate and help the child to develop an awareness of the body in space and its relationship to other objects within the environment through the following activities to the satisfaction of the teacher or a panel of peers.

1. Point to an object above the head
2. Locate an object in front of the body
3. Locate an object in back of the body
4. Go away from a point
5. Stand next to a person
6. Form a line—one behind the other
7. Play "Simon Says" — lift your right foot (etc.)
8. Sing — "Put your right hand in — Put your right hand out — etc" doing the movements with the words
9. Play game "Where Am I From You"

#### **E. Balance**

**P-5 Objective:** Through comprehensive instruction, the aides will demonstrate and help the child towards the maintenance of gross and fine motor balance and rhythmic movement through the following activities to the satisfaction of the instructor.

1. Walk forward on beam, arms held sideward
2. Walk backward on beam, arms held sideward
3. With arms held sideward, walk to the middle, turn around and walk backward
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on balls of the feet
5. Walk to center of the beam, then continue sideward right following a turn
6. Walk forward with left foot always in front of right
7. Walk forward with right foot always in front of the left
8. Walk backward with left foot always in front of right
9. Walk backward with right foot always in front of left

10. Walk forward with hands on hips
11. Walk backward with hands on hips
12. Walk forward and pick up a chalk eraser from the middle of the beam
13. Walk forward to center, kneel on one knee, rise and continue to end of beam
14. Walk forward with eraser balanced on top of head
15. Walk backward with eraser balanced on top of head
16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam
- 17-75. Additional activities focused on balance beam work as needed.

#### **F. Left to Right (Laterality)**

P-6 Objective: Through comprehensive instruction, the aide will demonstrate and will help the child to develop homolateral hand, eye, and foot dominance, through the following activities to the satisfaction of the teacher.

1. Indicate a visual target and teach turning, crawling, creeping, walking, and running to the target.
2. Teach cross pattern crawling toward target.
3. Teach cross pattern creeping toward target.
4. Using the naturally preferred hand, the child squeezes a ball, sponge, clothes pin, crumples paper.
5. Tracing objects or designs with dominant hand, holding paper with other hand.
6. Kicking with (same side as dominant hand) foot.
7. Hopping activities on dominant foot.
8. Bounce ball - using dominant hand.

#### **G. Finger Dexterity**

P-7 Objective: Through comprehensive instruction, the aide will demonstrate and will help the child in the mastery of finger dexterity skills through the following activities to the satisfaction of the instructor and/or teachers.

1. Drawing large circles on blackboard with both hands.
2. Sighting through a tube at objects within specified distances.

3. Using scissors and cutting patterns on definite lines.
4. Throwing bean bags into a wastepaper basket.
5. Touching tips of each finger to thumb first with both hands, then with alternating hands.
6. Connecting two dots on a piece of paper with straight lines — both vertically and horizontally.
7. Bouncing a ball (approximately 16 inches in diameter).
8. Tying shoe strings.
9. Buttoning buttons.
10. Picking up objects of various sizes with forefinger and thumb.

#### H. Eye-Hand Coordination (Eye-Foot)

P-8 Objective: Through comprehensive instruction, the aide will demonstrate the ability to help a child in the development of dominant eye-hand (foot) coordination through the following activities to the satisfaction of the instructor and/or teachers.

1. Placing pegs in board using dominant hand and reproducing peg board design.
2. Given a board with holes in it, the child will be directed to put his forefinger through the first hole, middle hole, last hole, etc.
3. Child is directed to put his right hand on paper, hands pasted to wall — etc, with left hand.
4. Child is to match right foot to paper, right foot on floor — (etc. with left foot).
5. Dribble ball with dominant hand to selected target.
6. Dribble ball with dominant foot to selected target (relays too).
7. Dribble ball around an object using dominant hand.
8. Throw beanbags at small opening using dominant hand.
9. Dribble ball between two strips of tape approximately 18 inches apart for distance of 20 feet using dominant hand.
10. Aim water pistol at burning candle extinguishing flame in three tries at a distance of four feet using dominant eye-hand.

## **I. Figure-Ground**

P-9 Objective: Through comprehensive instruction, the aide will demonstrate and will help the child to develop an ability to perceive objects in foreground and background and to separate them through the following activities to the satisfaction of the teacher.

1. Eye movement exercise – the aide holds a pencil approximately 18 inches from the child's face moving the pencil in a circle; the child watches the tip of the pencil without losing sight of it, or blinking his eyes for at least five times, without moving his head.
2. The aide holds a pencil approximately 18 inches from the child's face, moving it from left to right and back for at least five times without the child losing sight of the pencil tip, blinking the eyes, or moving the head.
3. The aide moves the pencil tip from just above the child's eye level to below the child's chin in a vertical movement, the child watches the tip without blinking, moving the head or losing sight of the pencil tip.
4. Looking at four children in a group, the student is to choose the tallest, smallest, etc.
5. Looking at objects in a classroom, the child will name round shapes, tall things, tiny things, colored papers on the floor.
6. Looking at a partly completed puzzle, the child will place correctly the missing pieces.

## **X. Visual-Tactile**

P-10 Objective: Through comprehensive instruction, the aide will demonstrate and will help the child in his ability to discriminate between different shapes and to determine similarities in objects through the following activities to the satisfaction of the instructor and/or teachers.

1. Given two objects of the same size, the child will determine the heaviest (a grapefruit and a rubber ball).
2. Given geometric forms, the child will feel, play, and build spontaneous structures.
3. Given various balls and clocks, the child will group all round shapes together, all tall shapes together, all rectangular shapes, etc.
4. Given objects of various textures, the child will group all smooth items, all rough items, all sticky items.

## **K. Rhythms**

P-11 Objective: Given appropriate music using a record or tape, the aide will demonstrate the ability to direct activities for children which include walking, marching, and skipping to the music.



L. To Pantomime Common Activities

- P-12 Objective: Following appropriate instruction, the aide will demonstrate how to pantomime an activity, such as jumping rope, in recognizable form and in such fashion that a group of peers will be able to determine the activity being pantomimed.
- M. P-13 Objective: Following appropriate instruction, the aide will demonstrate the use of the terms in-out through the use of a box or paper bag and shall elicit the correct response from the instructor or a group of her peers.
- N. P-14 Objective: Following appropriate instruction, the aide will demonstrate the reproduction of a geometric design without a pattern, such as "sky-writing" in such fashion that the teachers or aides will be able to follow the directions.
- O. P-15 Objective: Following appropriate instruction, the aide will demonstrate the manipulation of hand puppets using the appropriate motions of the fingers and thumb as evaluated by the instructor and/or teachers.
- P. P-16 Objective: After appropriate instruction, the aide will demonstrate to the class the procedure for the folding of a newspaper or wrapping paper based upon the paper being folded in half with reasonable accuracy.
- Q. P-17 Objective: After appropriate instruction, the aide will demonstrate how to cut a fringe along four sides of a sheet of paper to the satisfaction of the instructor.
- R. P-18 Objective: After appropriate practice, the aide will demonstrate the ability to copy a given figure on a peg board duplicating the model presented by the instructor with 100 percent accuracy.
- S. P-19 Objective: After appropriate practice, the aide will demonstrate the ability to duplicate a design on a peg board made by stretching rubber bands over pegs with 100 percent accuracy.
- T. P-20 Objective: After appropriate practice, the aide will put the pieces of a puzzle together to complete a picture composed of at least four pieces with 100 percent accuracy.
- U. P-21 Objective: After appropriate practice, the aide will demonstrate the ability to punch out letters or designs as requested by a verbal direction by the instructor with reasonable accuracy.
- V. P-22 Objective: After appropriate practice, the aide will demonstrate the ability to negotiate a maze with a finger or crayon following the most direct route from start to finish with success three out of four times.
- W. P-23 Objective: After appropriate instruction, the aide will demonstrate the ability to follow a series of directions involving body movement as directed by the instructor with at least 75 percent accuracy.

- X. P-24 Objective: After appropriate instruction, the aide will demonstrate the manner in which to describe objects in terms of their position in space with 100 percent accuracy.
- Y. P-25 Objective: After appropriate practice, the aide will demonstrate the ability to locate objects in a room looking through a tube with each eye with 100 percent accuracy.
- Z. P-26 Objective: After appropriate practice, the aide will demonstrate the ability to crawl, walk, or run through an obstacle course and to negotiate the course in three out of four trials.

TABLE I

Mean Score of Training Program Objectives as Rated by Teacher and Aides Jointly After Six Months of the Projects.

1 - not useful; 2 - slightly useful; 3 - useful; 4 - very useful; 5 - extremely useful

Cognitive Domain Objectives

|                |                |           |                 |
|----------------|----------------|-----------|-----------------|
| 1. <u>4.06</u> | 8. <u>4.00</u> | 15. 3.75  | 22. 3.68        |
| 2. 3.43        | 9. 3.68        | 16. 3.50  | 23. 3.81        |
| 3. <u>4.00</u> | 10. 3.81       | 17. 3.12  | 24. 3.75        |
| 4. 3.81        | 11. 3.30       | 18. 2.75* | 25. 3.62        |
| 5. 3.50        | 12. 3.81       | 19. 3.50  | 26. 3.43        |
| 6. <u>4.17</u> | 13. 3.93       | 20. 3.50  | 27. 3.25        |
| 7. <u>4.17</u> | 14. 3.31       | 21. 3.31  | 28. <u>4.17</u> |

\_\_\_\_\_ high rating

\* low rating

TABLE II

Mean Score of Training Program Objectives as Rated by Teacher and Aides Jointly After Six Months of the Project

1 - not useful; 2 - slightly useful; 3 - useful; 4 - very useful; 5 - extremely useful

Affective Domain Objectives

|                |          |                 |                 |
|----------------|----------|-----------------|-----------------|
| 1. 4.12        | 8. 4.25  | 15. 4.00        | 22. 3.50        |
| 2. 4.17        | 9. 4.06  | 16. 3.50        | 23. 3.68        |
| 3. 4.25        | 10. 4.00 | 17. 3.30        | 24. 4.12        |
| 4. <u>4.37</u> | 11. 3.50 | 18. 3.62        | 25. 3.93        |
| 5. <u>4.31</u> | 12. 3.30 | 19. 4.00        | 26. <u>4.37</u> |
| 6. <u>4.31</u> | 13. 3.68 | 20. <u>4.43</u> |                 |
| 7. 4.00        | 14. 4.00 | 21. 3.50        |                 |

\_\_\_\_\_ high rating

TABLE III

Mean Score of Training Program Objectives as Rated by Teacher and Aides Jointly After Six Months of the Project

1 - not useful; 2 - slightly useful; 3 - useful; 4 - very useful; 5 - extremely useful

Psychomotor Domain Objectives

|                |          |           |          |
|----------------|----------|-----------|----------|
| 1. 4.21        | 8. 4.00  | 15. 3.75  | 22. 3.06 |
| 2. 4.28        | 9. 4.00  | 16. 3.30  | 23. 3.53 |
| 3. 4.21        | 10. 4.21 | 17. 2.75* | 24. 3.46 |
| 4. <u>4.35</u> | 11. 4.21 | 18. 3.66  | 25. 3.30 |
| 5. <u>4.42</u> | 12. 3.91 | 19. 3.16  | 26. 3.46 |
| 6. 4.21        | 13. 4.00 | 20. 3.50  |          |
| 7. 4.28        | 14. 4.00 | 21. 3.18  |          |

\_\_\_\_\_ high rating

\* low rating



II

THE PRE-SERVICE TRAINING OF THE AIDES

## THE PRE-SERVICE TRAINING OF THE AIDES

Thirteen kindergarten aides were selected from nearly forty applicants for inclusion in the Alhambra-Arizona EPDA B-2 training project. After completing standard district applications, all prospective trainees were interviewed by the administrative assistant to the district superintendent. Final selection was left to the individual kindergarten teachers who interviewed the candidates and indicated their preferences.

The actual program began on August 7, 1972 with the first week of training directed towards the psychomotor domain with the addition of sessions in the use of audiovisual equipment, the school library, crafts, Art, and Music. Four primary teacher aides from the Parker District joined the Alhambra aides-in-training for the first two weeks. Many of the Alhambra kindergarten teachers joined our sessions during the first two weeks on a voluntary basis.

Through the cooperation of one of the local school principals, prospective kindergarten age children and their parents were invited to the first week sessions. The children enabled us to observe the proficiency of the aides as they put into practice certain activities presented by the consultants in the training program. A member of the physical education staff at one of our district schools which served both children in the regular classroom and children in special education was contracted to teach the two and one-half days devoted to the psychomotor domain. His interest in movement exploration and activities for the younger aged child was apparent in his presentation which was action oriented. Running, skipping, hopping, rope jumping, rhythmic games, balance board and beam work kept the aides busy and tired. Activities were videotaped and the instructor and the aides reviewed the tapes to note the results, the apparent differences in the developmental stages of the children, and ways for the improvement of instruction. A later addition to the psychomotor area was the extensive use of rhythmic parachute play in all the schools with a parachute provided for every kindergarten class.

One-half day was spent in learning to use and using audiovisual equipment which the kindergarten teachers felt would get the most use during the year. One of our large school audiovisual coordinators who had considerable experience taught this phase of the program. We had hoped to make use of the camera for developing self concepts and self awareness based upon some recent research but found that the budget limited this very much. Some schools did utilize cameras considerably on a local basis.

One full day was devoted to Music and Art. Two outstanding members of the district Music and Art staff provided a program which merited the plaudits of all the participants. The Art teacher made an excellent presentation of the values and guiding principles for art when working with young children and then engaged the aides in some fine experiences. The videotape of her initial presentation was one of the better ones made during the training sessions and was requested for viewing often by the aides as a means of reinforcing their understanding of the concepts explored. The Music consultant taught the aides how to tune the autoharp and how to use it with songs of various chords. In addition she demonstrated many ways of teaching the children to "get the beat."



The first week concluded with a half-day devoted to crafts and a half-day to orientation for the library. The participants at a later evaluation session were critical of the actual projects used in the crafts session as being too advanced for children of the kindergarten age. They also felt that the library orientation might be better handled later with the local librarian although some of the materials presented were cleverly done and were used later at the schools.

The second week of the training sessions was related to the cognitive domain. This portion was directed by the district kindergarten consultant, a person who had been closely involved in the original planning of the project and who was an experienced primary grades teacher. Balance was provided in many areas of readiness. Particular emphasis was placed on familiarity and actual practice with the letterbooks and components of the Beginning program (Lippincott) which had been approved for use in our district kindergarten classes. Some sessions were devoted to the construction of inexpensive materials for use in the classrooms as a result of suggestions from the various kindergarten teachers who had experience with supplementary materials.

The third and final week of the summer workshop was directed towards the affective domain, feelings, relationships, and value judgments. Under the skillful direction of a district counselor, teachers and aides learned how to work together, or at least how to communicate and promote some mutual understandings. The kindergarten teachers were paid by the district for their weeks involvement in this phase of the program.

This part of the program was an honest effort to promote a feeling of trust and develop the teamwork approach. Teachers and aides were engaged in activities and discussion sessions designed to stress the supportive role rather than one of competition. Attention was also given to characteristic behavioral patterns of the kindergarten age child, possible deviations and differences to look for, and suggestions for alternative ways of maintaining discipline in a positive way. One day was devoted to include parents of this age child and administrators in order to realize the different expectations and needs of children as expressed by other adults. The final day of the week was a most interesting one. We were very fortunate to have Fran Preimsberg of the Phoenix Puppetry Guild give a great demonstration of different puppets, how to construct them, and how to use them with young children.

In retrospect, the three weeks which were intended to balance the program and integrate the cognitive, affective, and psychomotor areas came close to meeting our expectations. At the conclusion of the school year as we noted the great growth so evident in the capability of our aides we felt that the program was successful.

Weaker areas that we would change might include the joint training of the teachers and aides for the entire pre-service session. This might improve the teacher's concept of the managerial concept of using aides and other resource persons. It could best eliminate any unintentional aspects of competition. Our experience would indicate that in the area of motor learning and movement exploration our aides received training and a competency which was not found among the teachers who generally had not experienced this kind of previous training. As a result there appeared to be some reluctance to include this component in some classroom programs.

The use of the videotape recorder and the cassette recorder proved helpful for later review and often for an improvement on some of the earlier training approaches. With additional



classroom experiences, the aide could gain a better understanding of some concepts upon viewing the tapes.

The following pages include some of the specific training objectives and materials used in the three weeks of pre-service training.

## A-V WORKSHOP

### A. Educational Goal

The Kindergarten aide will understand the value of audiovisual equipment and its use in the classroom.

### B. Objectives

1. According to standards set by the instructor, the aide will thread and operate a 16 mm. projector.
2. Using an instamatic or a polaroid camera, the aide will be able to photograph activities inside and outside of the classroom.
3. Given guidelines by the teacher, the aide will use a tape recorder to prepare lessons for classroom use.
4. Using a dry-mount press, the aide will be able to mount or laminate materials to be used in the classroom.

## EQUIPMENT

Graflex 16 mm and practice film

RCA 16 mm and practice film

### Dry Mount Press

1. tacking iron
2. laminating film
3. dry mount tissue
4. paper cutter

### Instamatic camera

1. film
2. flash cubes

### Polaroid Camera

1. film
2. flash adapter
3. flash bulbs

### Tape recorder-cassette

1. blank cassette tape

### Tape recorder reel-to-reel

1. blank reel tape

## AUDIOVISUAL REQUEST FORMS

A sample of the request form is attached below. It is very important that all the blanks are filled in correctly. The following suggestions may be helpful:

1. Teacher's name, grade, room number, and school must be filled in. This helps both the booking clerk and the A-V Coordinator at your school.
2. To insure delivery of the desired material, double check to see that you have the correct catalog number and title of the material.
3. Place an "x" in the proper box indicating the type of material requested.
4. To help in providing the best possible service, preferred dates are most important. Please fill in all four lines. For example:

|                        |                |
|------------------------|----------------|
| Date preferred         | <u>9/17/72</u> |
| Not before             | <u>9/17/72</u> |
| Not after              | <u>9/21/72</u> |
| Number of days desired | <u>1</u>       |

If the item is not available on the preferred date, it will be booked when available during that week.

5. The original (white) copy will be returned to you with the delivery date at the bottom. Please keep this copy on file. If some mix-up should occur and the item is not delivered on the confirmed date, notify your coordinator as early in the day as possible. He may be able to have it delivered to you.

WRITE FIRMLY — YOU ARE MAKING THREE COPIES

Remarks:

|                 |
|-----------------|
| PLEASE<br>SHARE |
|-----------------|

### REQUEST FOR AUDIOVISUAL INSTRUCTIONAL MATERIALS

(One Item Per Request Form)

|                                                                                             |                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date _____                                                                                  |                                                                                                                                                                                                                                                                                                                 |
| Teacher _____                                                                               | Grade _____ Rm. No. _____ School _____                                                                                                                                                                                                                                                                          |
| Catalog No. _____                                                                           | Title of Material _____                                                                                                                                                                                                                                                                                         |
| Check which:                                                                                | <input type="checkbox"/> Film <input type="checkbox"/> Filmstrip <input type="checkbox"/> Record<br><input type="checkbox"/> Tape <input type="checkbox"/> Slide <input type="checkbox"/> Model<br><input type="checkbox"/> Transparency <input type="checkbox"/> Science Equip. <input type="checkbox"/> Other |
| Date Preferred _____<br>Not Before _____<br>Not After _____<br>Number of days desired _____ |                                                                                                                                                                                                                                                                                                                 |
| <b>Do Not Write Below</b>                                                                   |                                                                                                                                                                                                                                                                                                                 |

This confirms booking of materials listed above on date assigned and should be noted on your calendar.

- ☐ NOT AVAILABLE Please Re-order
- ☐ No. & Title do not match
  - ☐ Information incomplete
  - ☐ Item in use
  - ☐ Item in repair
  - ☐ Item withdrawn from service

Delivery date \_\_\_\_\_

Return date \_\_\_\_\_

CONFIRMATION COPY

## USING THE DRY MOUNT PRESS

### Laminating Instructions

1. Insert a piece of  $\frac{1}{4}$  inch Masonite on sponge rubber pad of Dry Mounting Press.
2. Close (don't lock) press for preheating. To laminate average weight papers with SEAL-LAMIN set thermostat indicator knob of press at 270 degrees F.
3. Plug in press for use. The green indicator light of a Seal Dry Mounting press will shut off when pre-set 270 degrees F. is reached.
4. Preheat material to be laminated for about 30 seconds to remove moisture.
5. SEAL-LAMIN should be applied to both sides of the sheet at the same time—DULL SIDE IN. Allow slight overhang.
6. Place work in press. A sheet of clean, smooth paper should be placed on top of work to prevent adhesive from soiling platen.
7. Lock work in press for 15 seconds.
8. Upon removing lamination from press, allow to cool before handling. If composition of laminated material requires additional press time, blisters or bubbles may appear. Eliminate condition by replacing work in press. First trim overhanging edges. Additional heat and pressure may be necessary. Keep in press for up to an additional minute.

### Laminating Material Wider Than Roll Width

You can sectionally laminate materials both pliable and non-pliable in widths wider than your roll with SEAL-LAMIN and a Dry Mounting press in two ways:

1. *Butt-laminating* - Follow standard laminating procedure. Apply full width of SEAL-LAMIN lining it up to parallel with edge of material. After removing from press, place another strip of SEAL-LAMIN alongside laminated section. Rub down slowly with side of hands to build up static electricity which will create tendency for temporary adhesion while preparing to replace in press. Follow this procedure as often as necessary until complete surface is laminated. Seams are practically unnoticeable.
2. *Overlap-laminating* - This method is not as exacting as Butt-laminating yet is faster and in many cases perfectly acceptable. Follow the standard direction procedure, and that suggested in other method above, but place one width OVER other instead of next to it. An overlap of about  $\frac{1}{8}$  inch to  $\frac{1}{4}$  inch is common.

### Dry Mounting Instructions

1. Preheat the print to make sure it is flat and thoroughly dry. Preheat the mount.
2. Attach MT5 tissue to the back of the print with a heated SEAL tacking iron. Tack the tissue in a single spot at the center of the tissue—allow the corners of the tissue to be free. Trim the tissue and the print together.

3. Place the print and tissue carefully on the mount. When in position, lift the corners of the print and tack the corners of the tissue to the mount. This will keep the print from moving during the actual mounting. Cover the face of the print with a sheet of clean paper and then place in a heated mounting press.
4. The temperature for most dry mounting work is between 225 degrees F. and 275 degrees F.
5. The Seal Presses are equipped with automatic timing devices which flash at the rate of once per second when the press is closed. Between 5 and 30 seconds are required in the press. The time and temperature varies with the board and work to be mounted.
6. Upon removing the freshly mounted print from the press, allow it to thoroughly cool in a flat position before handling. A weight should be placed on the freshly mounted print immediately upon removing it from the press.

#### **GRAFLEX 16 MM. PROJECTOR**

##### **Threading**

1. Connect power cord to wall outlet. Place speaker near screen and plug cable into speaker jack in amplifier control panel. Turn amplifier "On."
2. Swing reel arms up until they lock. Place full reel on front arm so that film unwinds downward from right-hand edge of reel. Place empty reel on rear arm.
3. Place Master Control at "Thread." Unwind approximately five feet of film and thread as shown in "Film Path Diagram." Set master control at "Forward," and test threading by rotating Manual Advance Knob clockwise. Press "Run" (green) and "Lamp" (yellow or white) buttons. Check focus and framing; adjust volume and tone controls as desired.

##### **Rewinding**

1. *DO NOT* reverse reels. Insert end of film into slot of empty (front) reel; give several *counter-clockwise* turns by hand. Set Master Control at "Reverse." Press "Run" (green) button and pull Rewind Control forward. Push in Rewind Control when rewinding has been completed and press "Off" (red) button.
2. In the event the film is not to be rewound, it is important that the lamp be cooled following projection. When "The End" appears on the screen, push "Off" (black) button and turn down volume control. Allow the fan to run for approximately two minutes before pushing the red "Off" button. In Alhambra District we do not rewind films unless some other person plans to use the film later the same day.

#### **RCA 16 MM. PROJECTOR**

1. Successful operation is primarily dependent upon the condition of the leader or film. The first two feet of leader (or film) is the most important portion of the film and should be carefully inspected. Damaged sprocket holes in the leader can cause improper threading. In addition, if the end of the leader, when hanging from the reel,

curls to a diameter smaller than four inches, straighten it by pulling through fingers. After inspecting the leader, use the Safe Threader as follows:

2. Be sure the lens gate and sound lamp cover are completely closed and the Rewind lever is in the down position.
3. Engage the Safe Threader by pushing it against the side of the projector.
4. Unwind about one foot of leader (or film) and insert approximately two inches of the free end into the cutting slot at the base of the projector. Engage a perforation on the locating stud, depress cutter, and release.
5. Remove the leader from the cutter.
6. Turn the function switch to FORWARD.
7. Insert the end of the leader into the threading slot at the right of the upper sprocket. When about two feet of leader have passed the idler roller, turn the function switch to OFF.
8. Pass the leader over the idler roller, under the snubber roller and then up to the take-up reel. Insert the leader in the slot in the reel and take up the slack.
9. Disengage the Safe Threader by pulling it back to the first stop.

## OBJECTIVES FOR KINDERGARTEN AIDE TRAINING IN MUSIC EXPERIENCE

### PSYCHOMOTOR DOMAIN

#### A. Playing the Autoharp as accompaniment for classroom singing.

Objective: Through comprehensive instruction the aide will help the children sing various simple songs which she will accompany on the Autoharp.

#### Goals:

1. Following appropriate instruction and practice the aide will demonstrate the use of an Autoharp to accompany songs which use one chord. She will be able to play rhythmically the following songs:

"Ring Around the Rosey"  
"Are You Sleeping"

2. Following appropriate instruction and practice the aide will demonstrate the use of an Autoharp to accompany songs using two chords. She will be able to play rhythmically the following songs:

"The Farmer in the Dell"  
"London Bridge Is Falling Down"

3. After appropriate instruction and practice she will demonstrate how to accompany a song which uses three chords. She will be able to play rhythmically the following songs:

"This Old Man"  
"Twinkle, Twinkle Little Star"

4. Following appropriate instruction and practice the aide will demonstrate how to tune an Autoharp by using a pitch-pipe and a tuning key.



## YOU'LL SING A SONG

by Ella Jenkins

Autoharp Key: C

Starting tone: C<sup>1</sup>

1.       C                               Am  
You'll sing a song and I'll sing a song

          C                               F G7  
And we'll sing a song to-gether,

          C                               Am  
You'll sing a song and I'll sing a song

          F                               G7 C  
In warm or wintry wea-ther.

2. You'll play a tune.....

3. You'll hum a line.....

4. You'll whistle a while...

5. You'll sing a song.....

SONGS USING *ONE* CHORD

"Are You Sleeping?"

Autoharp Key: F

Starting Tone: F (1)

F                      F  
Are you sleeping, Are you sleeping,

F                      F  
Brother John? Brother John?

F  
Morning Bells Are Ringing,

F  
Morning Bells Are Ringing,

F                      F  
Ding Ding Dong, Ding Ding Dong.

## SONGS USING *ONE* CHORD

### "Ring Around the Rosie"

Autoharp Key: C

Starting Tone: G (5)

- (1)      <sup>C</sup>                      <sup>C</sup>  
Ring a ring o' ros-es, A
- <sup>C</sup>                      <sup>C</sup>  
Pock-et full of po-sies. A
- <sup>C</sup>                      <sup>C</sup>  
Tish-a, A Tish-a, We
- <sup>C</sup>                      <sup>C</sup>  
All fall down. The

- (2)      <sup>C</sup>                      <sup>C</sup>  
Cows are in the mead-ow.
- <sup>C</sup>                      <sup>C</sup>  
Lying down to rest, A-
- <sup>C</sup>  
round the King, A-
- <sup>C</sup>  
round the Queen, We'll
- <sup>C</sup>                      <sup>C</sup>  
all jump up.

## SONGS USING TWO CHORDS

### "The Farmer in the Dell"

Autoharp Key: F

Starting Tone: C (5)

1.       F               F       F               F  
The farmer in the dell, the farmer in the dell,  
      F               F               C7       F  
High-o the derry-o, the farmer in the dell.
2. The farmer takes a wife...etc.
3. The wife takes a child...
4. The child takes the nurse...
5. The nurse takes the dog...
6. The dog takes the cat...
7. The cat takes the rat...
8. The rat takes the cheese...
9. The cheese stands alone...

"London Bridge is Falling Down"

Autoharp Key: C

Starting Tone: G (5)

C  
London Bridge is falling down

G                      C  
Falling down, Falling down.

C  
London Bridge is falling down

G  
My fair lady.

"Row, Row, Row Your Boat"

Autoharp Key: C

Starting Tone: C (1)

C                      C  
Row, row, row your boat

C                      C  
Gently down the stream.

C                      C  
Merrily, merrily, merrily, merrily

G7                      C  
Life is but a dream.

## SONGS USING *THREE* CHORDS

### "Twinkle, Twinkle, Little Star"

Autoharp Key: C

Starting Tone: C (1)

C        C        F    C  
Twinkle, twinkle, little star

F        C        G7    C  
How I wonder what you are

C                    C  
Up above the world so high

C                    C  
Like a diamond in the sky

C        C        F    C  
Twinkle, twinkle, little star

F        C        G7    C  
How I wonder what you are.



## **OBJECTIVES FOR KINDERGARTEN AIDE TRAINING IN ART EXPERIENCE PLANNING**

### **COGNITIVE DOMAIN**

#### **A. Perceptual Awareness**

##### **1. Sensory Experiencing**

###### **a. Visual Examination of an object**

**Objective:** Using appropriate techniques, an aide will encourage the child to illustrate all he sees regarding the object.

###### **b. Tactile examination of an object**

**Objective:** Given an object, the aide will provide activities for helping the child explore that object with the hands.

###### **c. Kinetic exercise with an object**

**Objective:** Provided a series of activities with an object, the aide will encourage the child to illustrate how he might use the object himself.

###### **d. Auditory examination of an object**

**Objective:** Given appropriate techniques, the aide will help the child interpret the sounds he relates to the object.

#### **B. Perceptual Relationships**

##### **1. Self and sizes/shapes**

**Objective:** Given adequate materials and techniques, the aide will provide activities to help the child compare himself to other things.

##### **2. Self and objects**

**Objective:** Given a series of objects, the aide will provide activities to help the child identify likenesses and differences between them and himself.

#### **C. Art Materials, Knowledges and Skills**

##### **1. Manipulating art materials**

**Objective:** Given appropriate experiences with various art materials, the aide will help the child explore some possible uses of several of them.

2. Naming supplies and techniques of the art experience

Objective: Given a series of appropriate instructions, the aide will help the child become proficient in describing his art experience.

**AFFECTIVE DOMAIN**

**A. Understanding Levels of Artistic Expression**

Objective: After appropriate instruction and illustration, the aide will be able to identify characteristics of

1. The Scribble stage of artistic development
2. The Pre-schematic stage of artistic development

**B. Interpreting Conditions for Self-expression**

Objective: After preliminary instruction, the aide will be able to explain the effects of a given environment on individuality of expression; in terms of:

Materials  
Working area  
Time element  
Subject matter

**PSYCHOMOTOR DOMAIN**

**A. Experiencing the Environment**

Objective: After a discussion on motivations, the aide will use appropriate physical motions that will motivate a child to illustrate:

Replacing a light bulb  
Growing as tall as the ceiling  
Being a Jack-in-the-box

**B. Expanding Spatial Concepts**

Objective: After appropriate discussion, the aide will demonstrate his understanding of how a child relates to 3-D space by marking the room off into specific areas:

1. My room
2. My brother's/sister's room
3. My house and my best friend's house.

## SUMMARY: CHARACTERISTICS OF STAGES OF DEVELOPMENT\*

### A. Scribbling State – Two To Four Years

Type 1: *Disordered*. Kinesthetic experience. No control of motions.

Type 2: *Controlled*. Repeated motions, establishment of coordination between visual and motor activity. Control of motions. Self-assurance of control through deviations of type of motions.

Type 3: *Naming*. Change from kinesthetic to imaginative thinking. Mixing of motions with frequent interruption.

### B. Preschematic State – Four To Seven Years

Discovery of *relationship* between drawing, thinking, and environment.

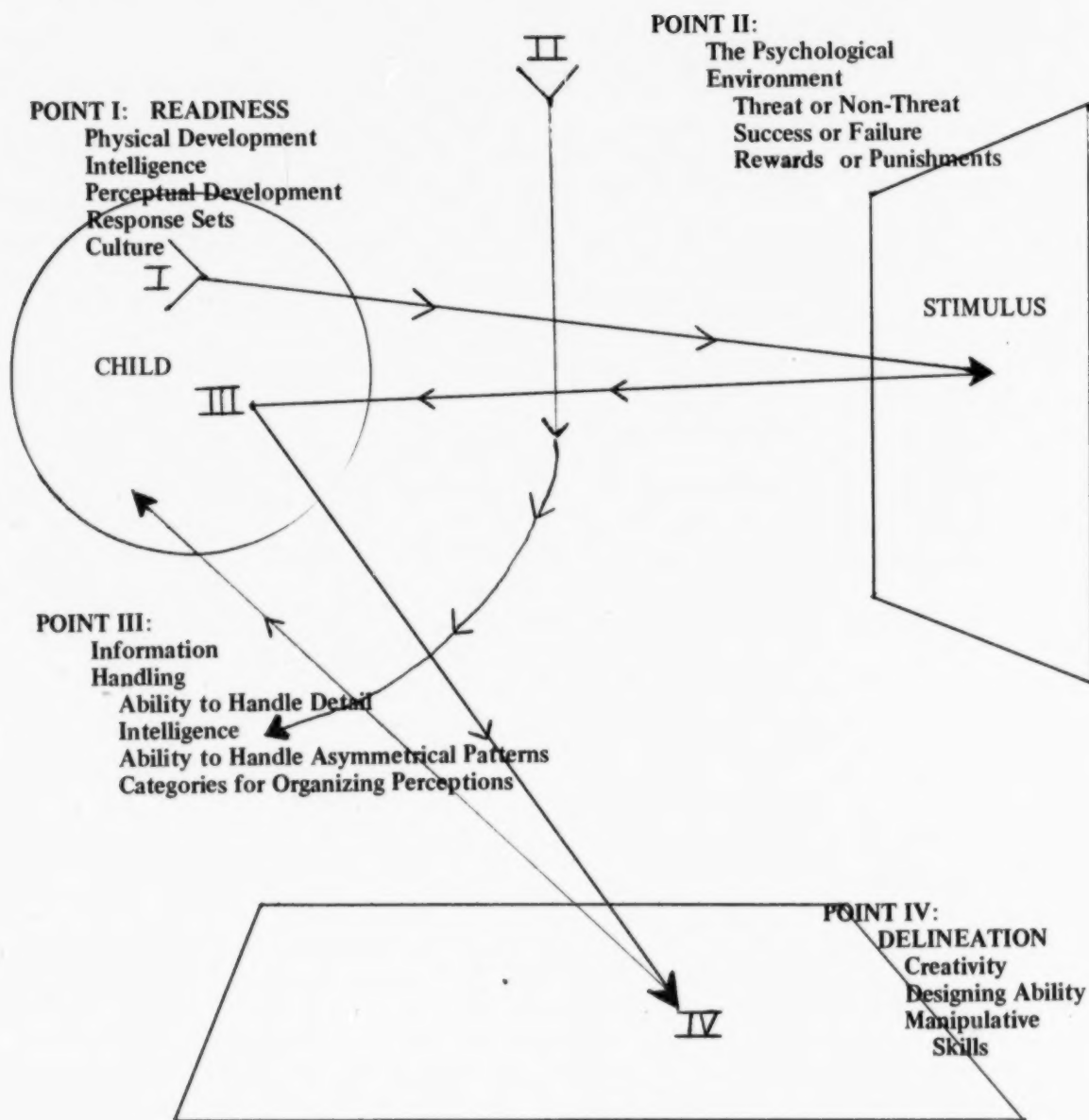
Change of form symbols because of constant search for definite concept.

Being able to recognize and identify the characteristics of each stage of development will enable the aide to determine the level in which the child is able to operate effectively. Thus, materials and motivations will be presented which will let the child enjoy a satisfactory experience in expression.

Knowing the characteristics is a means of diagnosis, not a teaching objective.

\*Lowenfeld, Viktor. Creative and Mental Growth. New York: The Macmillan Company, 1964.

# PERCEPTION-DELINEATION THEORY\*



\*McFee, June. *The Preparation for Art*. Belmont, Calif., Wadsworth Publishing Co., 1961.

## EVIDENCE AGAINST DUPLICATED IMAGES AS A LEARNING INSTRUMENT\*

Regardless of the range and variety of subject matter, the object is the same for each child: to color inside the *LIMITS* of the outlines of printed drawings.

1. Child has no choice of materials or control over the shapes he is given. There is no self-decision, except for choice of color, but even this is gone if the spaces are numbered for "right" color.
2. To digress is to be "wrong"; if it is not "right," it does not come out to fit the preconceived result.

### THE DEBATE:

#### Defense:

As children color a form they become familiar with it.

They are educational.

Develops a child's motor control and helps him toward better muscle coordination.

To improve a child's mental concepts one must:

Increase his experiences with various views, opinions, ideas

Do not impose a fixed idea upon him (Preformed ideas imposed upon a child make him tend to lose confidence in himself, thus effecting his pride in his own capabilities, and the incentive to do further work.) He does not develop independent thinking.

#### Prosecution:

Child's basic concentration is upon *coloring the picture*. Usually only one form is given representing *one* view by *one* person and it is oversimplified and trite. This may lead to impoverishment of mental imagery.

Prepared objectives suppress and inhibit expressiveness, inventiveness and imagination besides causing limited and confusing effects such as the formation of concepts about the relating to objects.

Combing his hair, tying his shoes, riding a bicycle, are better suited for this purpose. Coloring does help, too, but a child is much more interested in (and much more proficient) in coloring pictures that he makes himself.

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\*The Association for Childhood Education International, 3615 Wisconsin Avenue, N.W. Washington, D.C. 20016.

ART is a creative activity depending upon an expression of original and *personal* ideas and reactions to them. It is a continuous search for *new forms* bringing with them new bases of aesthetics. NO ONE WORK OF ART CAN POSSIBLY BE LIKE ANY OTHER.

Coloring books *et al* present no challenge, nothing to structure, no depth of concentration.

Experience and research show the effects of the color book syndrome. There is daily evidence of the influence upon art and in children's loss of self-confidence and creativeness. Despite the fact of an innate urge toward expression in art, children turn away from art toward other activities. It is *safer* to conform.

Creativity and art cannot flourish in an atmosphere of fear and apprehension. Pressures do not motivate, they discourage and confuse. Children have their own inner drives of personal standards and quality and need a feeling of safety and leisure to balance the two and to bring their art work into fulfillment.

(The next time you think "but kids LIKE to do coloring books," remember that kids LIKE to overeat. LIKING to do something does not make it follow that it is good for you.)

## MOTIVATION

Motivation is the arousing and stimulating of a child's thoughts so that he has the desire to communicate his idea in visual form. It is the reactivation of experiences.

### Basic Motivational Categories

*Artistic Motivations* – aim at the development of an increased sensitivity to artistic functions such as development of skills, learning design, and responding to the beauty of natural and man-made forms.

*Intellectual Motivations* – aim at the development and enrichment of concepts for natural and man-made objects. Emphasis is on the acquisition and development of factual knowledge.

*Imaginative Motivations* – concern with development of imagination, inventiveness, and originality. Emphasis is on uniqueness of idea.

### Devices for Motivating

Reproductions – paintings, sculpture and prints

Photographs of specific subject matter

Color slides of artistic work, nature, processes, etc.

Filmstrips on techniques, art history, and correlated areas.

Films, live TV shows and kinescopes that apply to a particular theme

Books (stories, plays, poems, biographies), periodicals and pamphlets for richer interpretation of subject matter

Recordings of music, dramatizations and sounds

Radio programs of particular themes

Guest speakers and performers such as clowns, dancers, scuba divers

Field and sketching trips

Models — live or stuffed birds, pets, mammals, etc.; terrariums, hobby collections, flowers and plant life, assorted still-life materials

Artifacts from other cultures

Examples of work in various media by former students

Demonstrations by teachers and students

Constructive critiques by class members with guidance of teacher

Introduction of a new material or tool

Introduction of a design principle

Exhibits and bulletin board displays that relate to the unit

Use of microscopes, magnifying glasses, telescopes and microscopic projectors to expand visual horizons

#### **Ways to Motivate**

*Verbal Discussion* — most used. Interaction with others.

*Visual Experiences* — use of films, slides and other illustrative materials.

*Firsthand Experiences* — actual involvement with animals, flowers, people, etc.

*Material Experiences* — experimentation, investigation with media.

*Sensory Experiences* — perception of information through senses.



## PERFORMANCE INDICATOR: ART

### Inservice Aide Training Program

Directions: Circle the letter of your choice which *best* completes the statement.

1. Viktor Lowenfeld describes five stages of development in a child's creative development. The two most typical of kindergarten age children are:
  - a. Schematic Stage and "Gang" age
  - b. Scribble stage and schematic stage
  - c. Scribble stage and preschematic stage
2. Characteristics of the Preschematic Stage include:
  - a. Baseline placement
  - b. Change of form symbols
  - c. Strong color preference
3. Preparation for art experiences requires consideration of which set of conditions:
  - a. Climate, Materials, Space
  - b. Colors, Directions, Sharing
  - c. Materials, Climate, Directions
4. The key ingredient for performance is:
  - a. Flexibility
  - b. Closure
  - c. Relationships
5. If a child's creative nature is not inhibited, his expression will be in terms of:
  - a. Authority's direction
  - b. Personal importance
  - c. Imitation
6. Perceptual awareness means to know an object through one's sensory perceptors. Other than the five basic senses or perceptors, there are three additional ones which are important to the development of awareness. These are empathy (self-identification), interoception (inner self experience), and:
  - a. Mental agility (imagination)
  - b. Movement (kinesthesia)
  - c. Extrasensory perception (esp)

7. Techniques for sensory experiencing include:
  - a. Firsthand experiencing of an object
  - b. Recall or activation of passive knowledge regarding it
  - c. Comparisons with other objects
  - d. a and b
  - e. a and c
  - f. All of the above
8. If the instrument for drawing keeps breaking and causing large marks on the picture, the child may:
  - a. Think it's funny
  - b. Do it on purpose
  - c. Stop drawing
9. If a child works in a crowded room, it will make little difference to his expression when he works with:
  - a. paints
  - b. clay
  - c. crayons
  - d. paper and glue
10. A child conveys his value scale in a drawing by placement and:
  - a. exaggeration
  - b. outlining
  - c. coloring
11. Discussion, questions, inquiry, comparisons provoke thinking and:
  - a. Help a child become proficient in describing the art experience
  - b. Interrupts the creative process
  - c. Confuses his expression of the experience
12. The best way to learn how to teach another person in the use of art material is to:
  - a. Observe others use them
  - b. Read "how-to" literature
  - c. Experience the materials yourself
13. A child of 5 *might* change a color choice to:
  - a. Show a different object
  - b. Give realism of color to the object
  - c. Use all his choices
  - d. Follow directions he is given
  - e. All of these

14. Identify the following types of scribbles:

- a.
- b. Controlled
- c.
- d. More than one
- a.

- a.
- b. Disordered
- c.
- d. More than one
- b.

- a.
- b. Naming
- c.
- d. More than one
- c.

Circular

Longitudinal

Mommy

15. How many steps are there in the expression process?

- a. two
- b. three
- c. five
- d. seven

16. Using clues, contrasts, involvement, action, and imitation are all techniques for:

- a. motivation
- b. expression
- c. evaluation
- d. preparation

17. Although a child's chronological age is established, his developmental stage may be above or below the "norm." Therefore, when motivating a child to perform, it is important to:

- a. Give specific and complete instructions each time
- b. Limit his materials
- c. Know where the child is developmentally

## **CRAFTS**

### **UNIT I: MARBLING OF PAPER**

#### **Educational Goal**

The student will be able to marbleize paper at the end of the unit.

#### **Objectives**

Given the necessary materials, and following the procedures demonstrated by the instructor, the student will learn how to marbleize paper by the end of the lesson.

The student will be able to distinguish the difference between colors.

The student will identify the fact that certain items float on water.

### **UNIT II: TOOLING ALUMINUM FOIL**

#### **Educational Goal**

The student will learn how to tool and shape aluminum foil into a picture.

#### **Objectives**

The student will be able to tool aluminum foil by rubbing the foil over a design or pattern with a pencil eraser.

The student will then be able to assemble a picture from the marbled paper of Unit I and the tooled foil of Unit II into a finished picture.

This unit will help the development of small muscles, visual and motor co-ordination of the student.

### **UNIT III: HAMMERING NAILS**

#### **Educational Goal**

The student will learn how to drive a nail.

#### **Objectives**

Using an eight ounce claw hammer, and a four-penny nail, the student will be able to drive a nail into a block of wood.

Visual and motor co-ordination will be observed by the instructor.

## MARBLING OF PAPER

Marbling of paper for decorative purposes is an interesting and stimulating unit. The marbling effect is done by dropping oil colors in water, stirring, then laying the paper on top of the water to absorb the colors. The colored paper can be used on covers, decorative background for pictures, signs and many other uses.

### EQUIPMENT AND MATERIALS NEEDED:

1. Sheets of paper.
2. Pint of turpentine.
3. Small amount of printers ink, artist oils, or paint that mixes with turpentine.
4. Teaspoon of vinegar.
5. Medicine dropper, or stick for each color mixed.
6. Rectangular vat or pan slightly larger than the paper to be marbled.
7. Lukewarm water.
8. Cupcake or muffin pan (optional).

### PROCEDURE:

1. Fill the pan with one (1) inch of water.
2. Pour turpentine to a depth of about one quarter ( $\frac{1}{4}$ ) inch in each container of ink.
3. Place a small amount of the colored inks or dye in each of the containers and stir well until the ink is dissolved in the turpentine.
4. Put a drop of the darkest ink solution on the surface of the water in the larger pan with the medicine dropper. If the ink solution sinks or remains in a small spot, the solution is too thick and should be thinned by adding more turpentine. When each drop expands to about three (3) to four (4) inches in diameter, the correct expanding power has been reached.
5. Follow the same procedure with the other colors as mentioned in the above statement.
6. Using the medicine dropper, put a few drops of each colored solution on the surface of the water and stir with a wooden stick until they harmonize into the desired pattern. *NOTE: A teaspoon of vinegar stirred into the water will keep the colors from running or blending together. The black solution should be dropped into the water first, then followed by the blue, red, and yellow ink.*
7. Place a sheet of paper into the water until the whole sheet is in contact with the water. Be sure the sheet does not submerge. The ink or dye will instantly adhere to the surface of the paper.
8. Remove the sheet gently by grasping it by the two opposite edges and lift upwards.
9. Spread the sheets out on a flat surface to dry. This will cause the water and turpentine to evaporate, leaving the dried colored surface.
10. Skim the surface of the water with newspaper before dropping in more colored solution, then follow the same procedure all over again. *NOTE: A similarity of sheets will result if the surface of the water is skimmed and the same number of drops of each color is used.*

## ALUMINUM FOIL TOOLING

**PROJECT:** Tooling a picture on aluminum foil with materials suitable for the five and six year olds.

### MATERIALS NEEDED FOR THIS PROJECT:

1. A roll of heavy duty aluminum foil. Purchase shiny foil, not the quilted kind.
2. Purchase several four-inch by four-inch embossed animal designs suitable for copper tooling.
3. A half dozen rubber tipped pencils.
4. Bottle of white glue.
5. Mounting cardboard cut to 5 ½ inch square.
6. Colored construction paper cut in 5 ½ inch square.
7. Contrasting colored construction paper cut in 4 ½ inch square.
8. Ruler and scissors.

### STEPS TO FOLLOW:

1. Assemble all materials.
2. Before presenting project, cut enough 5 ½ inch cardboard or mounting squares for the class.
3. Before presenting project, cut and glue the 5 ½ inch colored construction squares to the cardboard.
4. Let children select contrasting 4 ½ inch square.
5. Help children glue the 4 ½ inch square to the 5 ½ inch square.
6. Print name on back of mounting square and file.
7. Tear aluminum foil into 5 inch squares.
8. Mount foil onto embossed print by wrapping the foil edges around the design to be tooled.
9. Mount foil so that the finished picture is in the shiny side.
10. Let the children rub the eraser tipped pencil over the foil mounted stencil. (An eraser will not tear the thin foil.)
11. Check print to be sure it is clear, then remove from stencil.
12. Help children cut the folded edge from the foil.
13. Mount foil tooling onto prepared picture mount.

## LETTERS

### Manuscript Writing

1. Lower Case Letters
  - a. Teach formations as introduced in *Beginning*.  
c o g a d s  
l i t f  
e h u r n m  
p v w k q  
j x y z
  - b. Demonstrate correct way to hold pencil.
  - c. Use bulletin for reference.
  - d. Sky writing - Kinesthetic.
2. Upper Case Letters
  - a. Teach formations as presented in *Beginning*.
3. Practice.

### Materials Needed

1. Pencils
2. Paper - Writing
3. Bulletin

## LANGUAGE EXPERIENCE

### Painting

1. Practice strokes - move toward top, bottom, left, right. Take long strokes, short ones.
2. Paint a picture of something you like to do or something you did on vacation.
3. Choose a partner. Tell her about your picture.
4. Think of a couple of sentences sentences that tell about your picture or *one*.
5. Take turns writing the dictation down. Use your newly learned manuscript writing.

### Materials Needed

1. Manila Paper
2. Poster Paint
3. Brushes
4. Felt Pens



6. Pretend the one dictating is a child. She is watching as you name the letters while writing.
7. You read *words* while pointing to each one. The child then reads with you. Praise her.
8. Important that child watches you. An arm around the waist is a comforting gesture.
9. Gradually you ask about like letters, read back sentences, read to class.
10. Picture should be displayed around room.
11. Children begin to recognize their words in others' stories.
12. Process called *Language Experience*.
13. *Language Experience* in *Early Childhood* - kindergarten teacher has a copy.
14. Can be done with crayons and finger painting also.

## NAME CARDS

### Name Recognition

1. Each person has card and prints own first name. (Children would not be able to do this.)
2. Put in random fashion on chalkboard or wall space using masking tape.
3. Do any names start with same letter? What letter is it? Group by first letters.
4. Locate any other likeness or difference.
5. Longest name or shortest?
6. Put names around room. Ask children to locate own name.

### Materials Needed

1. *Felt Pens*
2. *Sentence Strips*
3. *Scissors*
4. *Masking Tape*

## LETTERS AND NUMERALS

### Felt Letters and Numerals - Tactile

1. Cut 3 x 6 cards from oaktag (52).
2. Mount 1 set of upper case and 1 set of lower case letters on cards.
3. Cut 3 x 6 cards (10); mount 1 set of numerals on cards.
4. Take partners. Take pointer finger and trace over letters. Talk about how the letters feel. Use same direction as used in writing manuscript.
5. Resource material for matching games.
6. Put either upper case or lower case letters of another kind on bulletin board - match felt letters.

### Materials Needed

1. *Set Felt Letters each*
2. *Oaktag Cards*
3. *Paper Cutter*
4. *Plastic Letters*

## LETTERS AND NUMERALS UPPER AND LOWER CASE

### Fernald Method

1. Stand behind child.
2. Hold one of his hands.
3. Trace letter that you are emphasizing on child's back.
4. Slowly say letter as you trace it.
5. Then ask child to say it as you trace it.
6. Eventually you can trace practiced letters and ask child to name letter without voice.
7. Especially good for children who have letter recognition problems.
8. Feel on their skin - approaching another sense. Haptic.
9. The same can be done with numerals.

### Materials Needed

1. *Child's Back*
2. *Own Hand*

7. Teaches awareness of letters and visual discrimination.

## INITIALS

### Initials Recognition

1. Put initials of child on flash card.
2. Ask for volunteers to "read" their initials. Encourage children to point to each initial as read and then say name. "These are my initials - T.P." Ny name is Thelma Peterson.
3. Call a child's initials. He responds by holding up his card and saying his name.
4. *Guessing Game.* Children close eyes and you say this is \_\_\_\_\_. Who can guess who it is? The child who guesses correctly helps select another child.

### Materials Needed

1. *Sentence Strips*
2. *Felt Pens*

## CUTTING

### Cutting

1. Give correct scissors to right and left handed children.
2. Demonstrate how to open scissors up and insert paper back for a clean cut. Use point for fine cutting.
3. Demonstrate scissor safety. No walking or running. Return to container.
4. Cut fringe for fullcut.
5. Cut random shapes.
6. Puzzle - Fold 9 x 12 construction paper in half (two colors). Follow direction. Cut out shape along the fold.

### Materials Needed

1. *Scissors - right and left*
2. *Scratch Paper - Newsprint Oaktag*

7. Collect four sets and mix up. Eight children select a piece at random. They then locate matching partner.
8. Talk about how they found their partners. Color, shape, size?

## READING READINESS

### Beginning to Read, Write, and Listen

1. Background of program. How it evolved.
2. Introduce C. Go thru entire booklet. Play tape.
3. Discuss.
4. Take partners. Select a book. Read directions. Practice giving directions to each other.
5. Discuss additional activities.
6. What could aide do to reinforce or supplement?
7. Buzz session - Additional activities - select one and prepare by pairs.

### Materials Needed

1. *T. Manual*
2. *Child's Copy*
3. *Tape Recorder*

## LETTERS AND NUMERALS

### Letter and Numeral Preparation

1. Cut models of upper and lower case letters from oaktag.
2. Cut models of numerals from oaktag.
3. Using cutting skills.
4. Put in one brown envelope and label.
5. Can be used for captions, etc. on bulletin board and matching games.

### Materials Needed

1. *Oaktag*
2. *Pencil*
3. *Scissors*
4. *1 Brown Envelope Per Aide*
5. *Ditto Models*

## LETTERS - NUMERALS

### Letters - Numerals - Tactile

1. As each letter is introduced in *Beginning*, some activity should be provided to help each child establish the image of that letter in his mind.
2. Clay is a good medium to start with. Give each child a piece. Show him how to roll it and soften it by the warmth of the hands.
3. Roll the clay to make a snake. Then form the letter shape - outlines may be used. There should be a model to go by.
4. The child then takes his pointer finger and traces the clay form and says the letter name slowly.
5. When using beans, rice, or yarn. It is necessary to use white glue. Each child should have had previous experience using glue dispensers. Limiting group to not more than three or four children in the beginning would be helpful.
6. As children become adept, they can make the letters free form.
7. Letters should be at least three inches high.
8. Wallpaper is a good material to use, particularly the textured variety.

### Materials Needed

1. *Clay*
2. *Yarn*
3. *Glue*
4. *Beans, Rice, etc.*
5. *Wallpaper*

## LETTERS

### Letters - Games

1. *Alphabet Cards.* This game may be played by children working in teams of three or four. The cards are placed on the table face down. The children take turns in selecting a card from the table. If he knows the letter, he must place the card face up, and the next child may take it if he can name the letter. The child with the most cards at the end of the game wins.
2. *Postman.* Put a construction paper house on the chalkboard. Attach a letter to the front. Select a postman (any child). Give him a pack of picture cards, not more than six. Ask the child to deliver the mail to the house that has an *S* on it. He looks at his cards, names them and delivers the mail if the picture starts with the *S* sound. Insert some "foolers" so you will be able to tell how well the child is discriminating auditorily.
3. *TV Channel Call Letters.* Write the channel letters on the board. Name them. Children then close eyes and you erase one letter. The children open their eyes and try to name the letter that has been erased.

### Materials Needed

1. *Alphabet Cards*
2. *Picture Cards*
3. *Construction Paper House*

## LETTERS

### Letters - Magazine Pictures

1. *Treasure Hunt* - Place some small boxes or lids in a row on a table. Ask children to find pictures of objects whose names begin with sounds and put the pictures in the appropriate boxes.

### Materials Needed

1. *Magazines*
2. *Boxes or Lids*
3. *Construction Paper*

2. *Collage* - Give each child a 9 x 12 piece of colored construction paper. Print both the upper and lower case letter being studied at the top about 1½" tall. Ask children to collect magazine pictures of objects starting with the selected letter. They may then paste them on the construction paper in any design they wish.
3. *Group Collage* - The same idea may be used by whole group contributing and making a mural on large newsprint or butcher paper.

## LIKENESS AND DIFFERENCE

### Likeness and Difference

1. Select set of pictures (4) of of objects, 3 alike and 1 different.
2. Ask child to put the pictures together which are alike.
3. Discuss why they are alike or different.
4. Match like symbols and/or objects for another activity.

### Materials Needed

1. *Picture Cards*
2. *Objects*
3. *Symbols*

## LIKENESS AND DIFFERENCE

### Likeness and Difference

1. Children lend themselves to checking likeness and difference. They can be grouped by: color of hair, eyes, clothing; size, tall or short; sex; freckles; shape.
2. When giving directions for a group activity, the children can be called up by a selected characteristic. Example: Those with keds on. Those with buckles on their shoes, those with shoes that tie. The common property is shoes, but you further define the category.

### Materials Needed

1. *Children*



## MISSING OBJECTS

### Missing Objects

1. Place a set of pictures or objects before the child.
2. Ask the child to name the objects. Talk about them.
3. Ask him to turn his head and close his eyes.
4. Remove an object. Rearrange the order.
5. Ask him to open his eyes and tell which object is missing.

### Materials Needed

1. *Sets of Pictures (5 or 6)*
2. *Sets of Objects (5 or 6)*

## REPRODUCE DESIGNS

### Reproduce Designs - Tactile - Kinesthetic Visual

1. Make a simple design on the peg board using the same color pegs. Shapes are good to start with.
2. Ask the child to reproduce the design.
3. As the child becomes adept, the pegs can be different colored and the design more complicated.
4. Designs can be drawn on newsprint. The child is then asked to draw a similar design.
5. A child may also be shown a simple design. He traces the outline with his finger. The design is covered. The child reproduces the design from memory.

### Materials Needed

1. *Peg Boards and Pegs*
2. *Newsprint*

## REPRODUCE DESIGNS

### Reproduce Designs - Tactile

1. Make a design using the beads.
2. Ask the child to reproduce the design.

### Materials Needed

1. *Stringing Beads*
2. *Felt Cut Outs*
3. *Flannel Board*

3. Place felt cut outs on the flannel board in a pattern.
4. Ask the child to reproduce the pattern.

## REPRODUCE DESIGNS

### Reproduce Designs - Completion

1. Put a model of a shape or design on paper.
2. Put a similar design beside the first one. Leave a part out.
3. Ask the child to fill in the missing part.
4. This can gradually be harder by using pictures of objects (animals, clown, house, furniture, people, etc.)

### Materials Needed

1. *Paper*
2. *Pencil or Crayon*

## COLOR WORDS

### Color Words - Cards

1. Name letters in color word, pointing to each one as you do. Then say word.
2. Ask child to do the same.
3. Using one color word at a time, ask child to select item which corresponds to word. He should say word as he places item with word card.
4. Child should reach point where he can say color name and match appropriate items without difficulty.

### Materials Needed

1. *Color Word Cards—8 Primary Colors*
2. *Colored Objects, Paper, Pictures, Crayons, etc.*

## PRIMARY COLORS

### Primary Colors - Directions

1. Draw a blue wagon. Put on some red wheels. Give it a green handle.
2. Draw a brown fence near the bottom of your paper. Set a big, orange pumpkin by it. Put a green tree on the right side of your picture behind the fence. Finish your picture using the colors you wish.

### Materials Needed

1. *Newsprint*
2. *Crayons*

## NUMBER WORDS

### Number Words - Cards

1. As each new number word card is introduced, show letters as you point to each one. Then name the word.
2. Ask child to do the same.
3. Ask child to match word cards to prearranged sets of objects, sets of pictures, cards with numerals, or cardboard numerals.
4. A child should soon grasp that a number has meaning and can be many things.

### Materials Needed

1. *Number Word Cards*
2. *Sets of Objects*
3. *Number Cards*
4. *Felt Number*
5. *Cardboard Numbers*

## SHAPE

### Shapes - Visual - Tactile

Recognition and feeling for shapes aids in decoded worth and is related to mathematics.

1. Make an oaktag stencil using ditto. Make sets of shapes. Take finger and trace around perimeter of shapes. Take finger and trace around shapes in stencil.
2. Take each shape and name all the things that have that particular shape.
3. Using masking tape, make large shapes on floor. Ask the children to walk around the inside of the shape.

### Materials Needed

1. *Shapes*
2. *Oak Tag*
3. *Scissors*
4. *Templates*
5. *Masking Tape*
6. *Ditto with Models*

## SHAPES

### Shapes - Puzzles

1. When children first work puzzles, ask them to tell how they will know where each piece goes.
2. Discuss shapes, size, and color.
3. Take finger and trace outline of pieces.
4. This will help sharpen visual and tactile discrimination. And build finger dexterity.

### Materials Needed

1. *Puzzles*

## ENVIRONMENTAL SOUNDS

### Environmental Sounds - Auditory

1. Ask children to close eyes. Clap hands three or four times. Children open eyes and relate what made the noise and how many times.
2. Do this same activity with stamping, knocking, and scratching on different materials.
3. Listen outdoors. Have the children indicate what noises they hear.
4. Determine whether a sound is close or far away, such as a car, airplane, etc.
5. Drop an item on the floor. Ask what was dropped. Use items such as: pencil, crayon, book, paper, plastic, paper clip.
6. Stand behind children to develop - keener auditory awareness.
7. Auditory discrimination is related to hearing sounds in the spoken language.

### Materials Needed

1. *Materials in room*

## ENVIRONMENTAL SOUNDS

### Environmental Sounds - Auditory

1. Follow the suggestions made in the guide for using both records and picture cards.

### Materials Needed

1. *Sound I Hear Records and Picture Cards*

## RHYMING WORDS

### Rhyming Words - Auditory

1. Read nursery rhyme, such as Jack and Jill. Talk about words that sound alike and what part is the same (ending). These are called rhyming words.
2. Give three or four words with one not rhyming. Ask children to repeat rhyming words only.
3. Give a key word. Ask children to add their own rhyming words. Accept any words even if spelling is different. Sound is important at this point.
4. Give a pattern of four rhyming words. Ask child to repeat exact pattern.
5. Write a word on the chalkboard such as dad. How can I change dad to lad, pad, sad, fad, had, mad, bad? Write the new word as the child says it. dad, \_ad, \_ad, \_ad, \_ad, \_ad, \_ad.
6. Say sentences that call for a certain rhyming response. Jack and Jill went up the \_\_\_\_\_.

### Materials Needed

1. *Jingles, Poetry, Nursery Rhymes*

## RHYMING WORDS

### Rhyming Words – Auditory

1. Put out a set of picture cards some of which rhyme. Ask the child to select the rhyming pictures and say the rhyming words.
2. Use sets of objects and do the same as with picture cards.
3. Use sets of picture cards or objects selected at random. Give a key word and ask child to select a matching picture card or object.

### Materials Needed

1. *Picture Cards*
2. *Objects*

## CONSONANT SOUNDS

### Initial And Final Sounds

1. Show picture words of selected sound. Say the word or ask child to say the word. Ask what sound is heard at either initial or final positions.
2. Give three words that start or end with the same consonant. Ask the child to name the letter.
3. Present a picture card. Ask the child to write or say the initial or final sound.
4. Present a picture card. Ask the child to hold up the correct response card.
5. Ask a child to draw a picture of an object that starts with a selected sound.

### Materials Needed

1. *Picture Word Cards*
2. *Response Cards*
3. *Newsprint*

## SEQUENCE

### Sequence – Pictures

1. Pass out paper and directions for drawing a specific action and a number (5 maximum).
2. Stand before class and tell what is happening in your picture.
3. Talk about putting actions in sequence or order.
4. Discuss which picture should come first, second, etc.
5. Illustrating a story could also be made into a sequencing activity.

### Materials Needed

1. *Newsprint*
2. *Crayons*
3. *Directions for Pictures*
4. *Sequences*

## SEQUENCE

### Sequence

1. Tell a story to children.
2. Talk about the events in the story.
3. Ask children to tell main events in sequence.

### Materials Needed

1. *Story for reading*

## GENERAL CATEGORY

### Categorization

1. Present groups of pictures which have a common property with the exception of one or two pictures.
2. Animals, food, transportation, wings, fly, wheels, homes, round, material made of, habit, what used for are examples of common properties which the objects might have?
3. The same activities could be done using real objects. *EXAMPLE: Paper clip, stapler, brad, scissors.*

### Materials Needed

1. *Pictures*
2. *Objects*



## MAIN IDEA

### Main Idea – Listening

1. Listen to a short story. Talk about the story and the events as they unfold.
2. Elicit what the main idea might be.
3. Allow for differences of opinion. In some stories it's a matter of interpretation.
4. Another alternative would be to list three or four possible Titles and have children discuss which one best depicts the main idea.

### Materials Needed

1. *Story – fairy tale*

## MAIN IDEA

### Main Idea – Pictures

1. Talk about the picture being presented. Decide what is happening, what is the action taking place.
2. Discuss how pictures can tell us a lot about a situation if we observe closely.
3. Determine the main idea that's depicted. Accept any reasonable answer.
4. Let children make up own story about their interpretation of the main idea.

### Materials Needed

1. *Pictures with story content*

## INTERPRETING EMOTIONS

### Interpreting Emotions – Feelings

1. Using a magazine picture or study print with people in it, talk about the action in the picture.
2. Examine the facial expressions, hands and feet.
3. Discuss what is causing the person(s) to act in that particular way.
4. Translate into children's experience. Ask if they have ever had a similar experience. How did they feel about it? Be a good listener and try not to make any judgments.
5. The same approach can be used with films, filmstrips or real life situations.
6. Teaching awareness of self and others.

### Materials Needed

1. *Pictures*
2. *Film/Filmstrip*
3. *Reality*

## DISTINGUISHING FACT AND FANTASY

### Distinguishing Fact And Fantasy

1. Read story such as *The Three Bears*.  
Talk about the story content.
2. Ask if children think could really happen.
3. Ask them to relate parts that they feel wouldn't happen in reality.
4. Read a true story with likely actions.  
Discuss.
5. Make a comparison.
6. Accept any reasonable answers.  
Encourage their discussion. Try only to give cues rather than passing on your own interpretations.

### Materials Needed

1. *Fairy Tales – True Story*
2. *Pictures*

## SEEING RELATIONSHIPS

### Seeing Relationships

1. Given sets of pictures that are related in some fashion, the children should observe each picture and then determine the relationship.
2. *Examples:*
  - a. Clown, animals doing tricks, trapeze – Circus.
  - b. Trees, fruit at store, fruit for lunch – Source.
  - c. Insects, birds, airplanes – Flying (self-propelled) (man-propelled).
  - d. Sheep, sheared wool, coat.

### Materials Needed

1. *Pictures*

## VERBAL COMPARISONS

### Verbal Comparisons

1. Take some common comparisons and explore with children. Elicit their ideas.
  - a. As dark as night.
  - b. As cold as ice.
  - c. As warm as toast.
  - d. As pretty as a picture.
  - e. As red as a sunset.
2. Accept any answers. Teaches awareness of surroundings.

### Materials Needed

1. *None.*

## FINGER PLAYS

### Finger Plays

1. See finger play bulletin.
2. Increases finger dexterity and gets the wiggles act.

### Materials Needed

1. *Fingerplays – Selected*



iii

### TASK ANALYSIS OF CLASSROOM RESPONSIBILITIES

70/11

## TASK ANALYSIS OF CLASSROOM RESPONSIBILITIES

In an address made to the International Reading Association, Harris (1971) discusses the history and proper use of paraprofessionals. One of the criticisms he makes with respect to current paraprofessional programs suggests that the programs train paraprofessionals to be competitive with teachers rather than supportive.

Through the assistance of the EPDA B-2 Consultant, we obtained a task analysis form used in the New York State COP program. We asked our kindergarten teachers and aides to consider the questions as directed towards the kindergarten level or to use the Does Not Apply (DNA) in cases where they could not define whose role the task fits. The responses were to be completed independently. In most cases, thirteen of the sixteen teachers responded. Nine of the ten aides who had completed the training and were employed by the district completed the form.

Listed above the original form are the combined totals (teachers and aides) for the task. Tables are included following the task analysis form which indicate the responses made by the aides and by the teachers as separate groups. The tables use the scale of 5 through 1 to represent the continuum on either side of the 50-50 or 0 point.

We intend to study the areas of greater variance between the two groups and make further studies by questionnaire and interview. We also plan to use the analysis with some modification to survey all the aides in the district and teachers who work with aides regardless of the grade level or assignment.

## TASK ANALYSIS

Listed below are questions which are common to most classrooms. Please indicate who in your opinion is responsible for each of the activities by marking the box which represents the degree of responsibility.

**Example:** If, in a first grade class, you believe the teacher and the paraprofessional should each take half of the children to the bathroom, you would mark the middle box, as follows:

|                  |             |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
|------------------|-------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Teacher          | 1           | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
|                  | About 50-50 |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |
| Paraprofessional | DNA         |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |

If the paraprofessional is, in your opinion, the only one who should take the children to the bathroom, your response would be:

Teacher 
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
 Paraprofessional 
DNA

If you feel the activity should not be performed by either the teacher or the paraprofessional, put an X in the area marked DNA (does not apply).

1. Taking charge of a small group working on a special activity.

Teacher      2    1    17    1  
About  
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Paraprofessional      DNA

2. Reading or telling stories to pupils.

[illegible]

- ### 3. Helping pupils pick out library books.

Teacher 1 1 1 2 12 3 1 Paraprofessional 3  
About  
50-50

- #### 4. Playing games with pupils (rhyming games, guessing games, etc.)

Teacher 1 1 17 1 1 Paraprofessional \_\_\_\_\_  
About 50-50

5. Singing with a group of pupils.

Teacher 1 2 1 1 17 Paraprofessional \_\_\_\_\_  
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- Teacher 1 1 5 4 8 3 Paraprofessional DNA  
About 50-50

- |         |             |   |   |   |                  |     |
|---------|-------------|---|---|---|------------------|-----|
| Teacher | 11          | 2 | 3 | 1 | Paraprofessional | 3   |
|         | About 50-50 |   |   |   |                  | DNA |

- Teacher 18 About 50-50 Paraprofessional 1  
DNA

- Teacher , 1 1 1 2 18 , , , , , Paraprofessional DNA
- About  
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- [illegible]

- |         |                |   |   |   |   |  |  |  |  |   |                  |
|---------|----------------|---|---|---|---|--|--|--|--|---|------------------|
|         | 9              | 2 | 3 | 1 | 4 |  |  |  |  | 1 |                  |
| Teacher | <hr/>          |   |   |   |   |  |  |  |  |   | Paraprofessional |
|         | About<br>50-50 |   |   |   |   |  |  |  |  |   | DNA              |

- |                                                        |                          |   |   |   |   |   |  |  |  |   |  |  |                  |
|--------------------------------------------------------|--------------------------|---|---|---|---|---|--|--|--|---|--|--|------------------|
| Studying various problems in paraprofessional children | 3                        | 2 | 3 | 2 | 3 | 7 |  |  |  | 1 |  |  |                  |
| Teacher                                                | <hr/> <p>About 50-50</p> |   |   |   |   |   |  |  |  |   |  |  | Paraprofessional |
|                                                        |                          |   |   |   |   |   |  |  |  |   |  |  | DNA              |

- |         |             |   |   |   |   |   |   |                  |     |
|---------|-------------|---|---|---|---|---|---|------------------|-----|
| Teacher | 1           | 1 | 1 | 1 | 9 | 3 | 1 | Paraprofessional | 1   |
|         | About 50-50 |   |   |   |   |   |   |                  | DNA |

- Teacher      About 50-50      Paraprofessional
- DNA

- Teacher About 50-50 Paraprofessional DNA



16. Deciding what to teach in the classroom and how to teach it.

Teacher 8 6 3 3 , 1 , 1 , ,

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Paraprofessional DNA

17. Helping young children learn to use paints, crayons, scissors, and paste.

Teacher 1 1 17 1 1 1

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Paraprofessional DNA

- ### 18. Evaluating test results.

|         |   |   |   |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|---|---|---|
| Teacher | 8 | 6 | 1 | 2 | , | 1 | , | 1 | , | , |
|---------|---|---|---|---|---|---|---|---|---|---|

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Paraprofessional  $\frac{2}{\text{DNA}}$ 

19. Evaluating whether activities have achieved their desired outcomes.

|         |   |   |   |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|---|---|---|
| Teacher | 4 | 4 | 1 | 6 | 1 | 5 | , | 1 | , | , |
|---------|---|---|---|---|---|---|---|---|---|---|

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Paraprofessional DNA

- ## 20. Planning homework assignments for pupils.

|         |   |   |   |  |   |   |  |  |  |  |
|---------|---|---|---|--|---|---|--|--|--|--|
| Teacher | 5 | 3 | 1 |  | 1 | 2 |  |  |  |  |
|---------|---|---|---|--|---|---|--|--|--|--|

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- ### 21. Planning for particular lessons together with the pupils.

|         |   |   |   |   |   |   |  |  |  |  |
|---------|---|---|---|---|---|---|--|--|--|--|
| Teacher | 3 | 3 | 1 | 3 | 1 | 4 |  |  |  |  |
|---------|---|---|---|---|---|---|--|--|--|--|

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Paraprofessional  $\frac{5}{DNA}$

- ## 22. Planning during the school day.

|         |   |   |   |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|---|---|---|
| Teacher | 2 | 2 | 4 | 3 | 3 | 6 | , | , | , | , |
|---------|---|---|---|---|---|---|---|---|---|---|

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Paraprofessional  $\frac{1}{\text{DNA}}$ 

23. Preparing questions on tests for pupils to answer.

|         |   |   |  |   |   |   |  |  |  |  |
|---------|---|---|--|---|---|---|--|--|--|--|
| Teacher | 7 | 4 |  | 1 | 1 | 3 |  |  |  |  |
|---------|---|---|--|---|---|---|--|--|--|--|

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Paraprofessional  $\frac{5}{\text{DNA}}$ 

- ## 24. Preparing work areas.

|         |   |   |   |    |   |   |   |
|---------|---|---|---|----|---|---|---|
| Teacher | 1 | 2 | 3 | 12 | 1 | 1 | 1 |
|---------|---|---|---|----|---|---|---|

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Paraprofessional DNA

25. Planning activities for small groups of children.

|         |   |   |   |   |   |   |  |  |  |
|---------|---|---|---|---|---|---|--|--|--|
| Teacher | 3 | 3 | 3 | 2 | 9 | 1 |  |  |  |
|---------|---|---|---|---|---|---|--|--|--|

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Paraprofessional DNA

- |                                                              |         |             |   |   |   |   |   |   |   |   |   |   |                  |       |
|--------------------------------------------------------------|---------|-------------|---|---|---|---|---|---|---|---|---|---|------------------|-------|
| 26. Planning activities for individual children.             | Teacher | 3           | , | 2 | 2 | 3 | 9 | , | 1 | 1 | , | , | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 27. Keeping records of books children have read.             | Teacher | ,           | , | , | 1 | , | 6 | 1 | 2 | 2 | , | 1 | Paraprofessional | 8 DNA |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 28. Planning trips for pupils to take.                       | Teacher | 4           | 1 | 2 | 2 | 1 | 6 | , | 1 | , | , | , | Paraprofessional | 4 DNA |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 29. Ordering films, filmstrips, projectors, etc.             | Teacher | 2           | 1 | 2 | , | , | 6 | 1 | 3 | 1 | 2 | , | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 30. Returning films, filmstrips, projectors, etc.            | Teacher | 1           | , | 1 | , | , | 4 | 3 | 4 | 3 | 2 | 2 | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 31. Collecting money for lunch and other activities.         | Teacher | ,           | , | , | , | , | 5 | 1 | 3 | 5 | 5 | 2 | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 32. Keeping and maintaining a folder of work for each child. | Teacher | 2           | 2 | , | 2 | , | 9 | 2 | 2 | 2 | , | , | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 33. Passing out and collecting materials and books.          | Teacher | ,           | , | , | , | , | 7 | 6 | 2 | 2 | 2 | 2 | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 34. Running off materials on a duplicating machine.          | Teacher | ,           | , | , | , | , | 8 | 2 | 2 | 2 | 5 | 2 | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |
| 35. Collecting, filing, and cataloging materials.            | Teacher | 1           | 1 | 1 | , | , | 5 | 3 | 6 | 2 | 1 | , | Paraprofessional | DNA   |
|                                                              |         | About 50-50 |   |   |   |   |   |   |   |   |   |   |                  |       |

36. Checking and ordering supplies.

|         |                |   |   |  |   |   |  |   |   |   |  |                  |            |
|---------|----------------|---|---|--|---|---|--|---|---|---|--|------------------|------------|
| Teacher | 1              | 2 | 1 |  | 1 | 9 |  | 5 | 1 | 1 |  | Paraprofessional | <u>DNA</u> |
|         | About<br>50-50 |   |   |  |   |   |  |   |   |   |  |                  |            |

37. Correcting tests, homework and workbooks.

|         |                |  |   |  |   |   |  |   |  |  |   |                  |                 |
|---------|----------------|--|---|--|---|---|--|---|--|--|---|------------------|-----------------|
| Teacher | 2              |  | 3 |  | 1 | 9 |  | 1 |  |  | 1 | Paraprofessional | <u>5</u><br>DNA |
|         | About<br>50-50 |  |   |  |   |   |  |   |  |  |   |                  |                 |

38. Making arrangements for the use of special equipment and facilities.

|         |                |   |  |   |   |   |  |   |   |   |  |                  |            |
|---------|----------------|---|--|---|---|---|--|---|---|---|--|------------------|------------|
| Teacher | 1              | 2 |  | 2 | 2 | 8 |  | 3 | 2 | 1 |  | Paraprofessional | <u>DNA</u> |
|         | About<br>50-50 |   |  |   |   |   |  |   |   |   |  |                  |            |

39. Writing down what a pupil is doing for the guidance files.

|         |                |   |   |   |   |   |  |  |  |  |  |                  |            |
|---------|----------------|---|---|---|---|---|--|--|--|--|--|------------------|------------|
| Teacher |                | 3 | 4 | 1 | 1 | 9 |  |  |  |  |  | Paraprofessional | <u>DNA</u> |
|         | About<br>50-50 |   |   |   |   |   |  |  |  |  |  |                  |            |

40. Keeping a record of how pupils play or work together in a group.

|         |                |   |  |   |  |    |  |  |  |  |  |                  |            |
|---------|----------------|---|--|---|--|----|--|--|--|--|--|------------------|------------|
| Teacher | 2              | 3 |  | 2 |  | 14 |  |  |  |  |  | Paraprofessional | <u>DNA</u> |
|         | About<br>50-50 |   |  |   |  |    |  |  |  |  |  |                  |            |

41. Recording information on record cards, report cards, and in the teacher's book.

|         |                |   |   |   |  |   |   |  |  |  |  |                  |            |
|---------|----------------|---|---|---|--|---|---|--|--|--|--|------------------|------------|
| Teacher | 4              | 3 | 2 | 3 |  | 3 | 1 |  |  |  |  | Paraprofessional | <u>DNA</u> |
|         | About<br>50-50 |   |   |   |  |   |   |  |  |  |  |                  |            |

42. Helping pupils follow directions.

|         |                |  |   |  |  |    |   |  |   |  |  |                  |            |
|---------|----------------|--|---|--|--|----|---|--|---|--|--|------------------|------------|
| Teacher |                |  | 2 |  |  | 18 | 1 |  | 1 |  |  | Paraprofessional | <u>DNA</u> |
|         | About<br>50-50 |  |   |  |  |    |   |  |   |  |  |                  |            |

43. Explaining school rules to pupils.

|         |                |   |   |  |   |    |  |  |  |  |  |                  |            |
|---------|----------------|---|---|--|---|----|--|--|--|--|--|------------------|------------|
| Teacher |                | 3 | 1 |  | 1 | 17 |  |  |  |  |  | Paraprofessional | <u>DNA</u> |
|         | About<br>50-50 |   |   |  |   |    |  |  |  |  |  |                  |            |

44. Taking care of pupils in an assembly.

|         |                |  |  |  |  |    |  |  |  |  |  |                  |                 |
|---------|----------------|--|--|--|--|----|--|--|--|--|--|------------------|-----------------|
| Teacher |                |  |  |  |  | 20 |  |  |  |  |  | Paraprofessional | <u>2</u><br>DNA |
|         | About<br>50-50 |  |  |  |  |    |  |  |  |  |  |                  |                 |

45. Helping pupils learn proper care of equipment.

|         |                |   |   |  |  |    |  |  |  |  |  |                  |                   |
|---------|----------------|---|---|--|--|----|--|--|--|--|--|------------------|-------------------|
| Teacher |                | 1 | 1 |  |  | 20 |  |  |  |  |  | Paraprofessional | <u>          </u> |
|         | About<br>50-50 |   |   |  |  |    |  |  |  |  |  |                  |                   |

- |     |                                                                                      |                                        |                |                  |          |  |
|-----|--------------------------------------------------------------------------------------|----------------------------------------|----------------|------------------|----------|--|
|     | Teacher                                                                              | 1 , , 1 , 1 , , 15 , , 1 , , , ,       | About<br>50-50 | Paraprofessional | DNA      |  |
| 47. | Showing pupils how to clean up and put away materials.                               |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , , , 19 , , 1 , 2 , , ,         | About<br>50-50 | Paraprofessional | DNA      |  |
| 48. | Showing pupils how to use the bathroom.                                              |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , , , 17 , , 2 , 3 , , ,         | About<br>50-50 | Paraprofessional | DNA      |  |
| 49. | Taking small groups or individual children to and from various places in the school. |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , , 1 , , 12 , 1 , 3 , 2 , 1 , , | About<br>50-50 | Paraprofessional | DNA      |  |
| 50. | Checking daily on the health of the pupils.                                          |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , 1 , 1 , , 16 , , 1 , 1 , 1 , ,   | About<br>50-50 | Paraprofessional | 1<br>DNA |  |
| 51. | Helping pupils put on and take off outdoor clothing.                                 |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , , , 13 , , 5 , 1 , 2 , 1 ,     | About<br>50-50 | Paraprofessional | DNA      |  |
| 52. | Helping pupils move from one activity to another.                                    |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , 2 , , 16 , 2 , 1 , 1 , , ,     | About<br>50-50 | Paraprofessional | DNA      |  |
| 53. | Supervising work areas.                                                              |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , 1 , 2 , 17 , , 1 , , , ,       | About<br>50-50 | Paraprofessional | DNA      |  |
| 54. | Helping pupils learn to settle arguments without fighting.                           |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , 2 , 1 , 19 , , , , , ,         | About<br>50-50 | Paraprofessional | DNA      |  |
| 55. | Stopping pupils from fighting.                                                       |                                        |                |                  |          |  |
|     | Teacher                                                                              | , , , , 1 , 1 , 20 , , , , , ,         | About<br>50-50 | Paraprofessional | DNA      |  |

- |                                                                                    |         |             |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
|------------------------------------------------------------------------------------|---------|-------------|----|---|---|---|----|---|---|---|---|---|--|--|--|--|--|--|--|------------------|-----|
| 56. Talking quietly with a child who is upset to soothe him (her).                 | Teacher | 1           | 19 | 1 |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 57. Helping pupils learn to play together.                                         | Teacher | 1           | 21 |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 58. Encouraging pupils to help each other.                                         | Teacher | 1           | 20 |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 59. Watching pupils to prevent unruly behavior.                                    | Teacher | 1           | 20 |   |   |   |    |   |   | 1 |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 60. Disciplining children when necessary.                                          | Teacher | 2           | 1  | 2 | 4 | 1 | 11 |   |   |   |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 61. Seating children who are compatible together.                                  | Teacher | 3           |    | 2 | 2 | 2 | 12 |   |   |   |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 62. Checking room ventilation, lighting, and temperature.                          | Teacher |             |    |   | 1 | 2 | 15 |   |   | 1 | 1 | 2 |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 63. Reporting needed repairs to the proper authorities.                            | Teacher |             |    | 5 |   | 2 | 11 | 1 | 2 | 1 |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 64. Straightening up the room after snacks, art, games, and at the end of the day. | Teacher |             |    | 2 |   |   | 12 |   | 4 | 2 | 2 |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |
| 65. Maintaining the room environment, i.e., watering plants, feeding pets, etc.    | Teacher |             |    | 1 |   |   | 14 |   | 3 | 1 |   |   |  |  |  |  |  |  |  | Paraprofessional | DNA |
|                                                                                    |         | About 50-50 |    |   |   |   |    |   |   |   |   |   |  |  |  |  |  |  |  |                  |     |

- |                                                                                      |         |             |    |    |    |    |   |   |                  |   |     |
|--------------------------------------------------------------------------------------|---------|-------------|----|----|----|----|---|---|------------------|---|-----|
| 66. Putting away pupils' toys and materials.                                         | Teacher | 1           | 10 | 1  | 2  | 2  | 3 | 1 | Paraprofessional | 1 | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 67. Getting the classroom ready for the next day.                                    | Teacher | 1           | 3  | 17 | 1  | 1  |   |   | Paraprofessional |   | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 68. Preparing audio-visual materials such as charts.                                 | Teacher | 4           | 2  | 11 |    | 1  |   |   | Paraprofessional | 1 | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 69. Operating audio-visual equipment.                                                | Teacher | 3           | 1  | 9  | 2  | 2  | 2 | 2 | Paraprofessional |   | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 70. Preparing bulletin board displays.                                               | Teacher | 1           | 3  | 3  | 1  | 10 | 2 | 2 | Paraprofessional |   | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 71. Bringing in inexpensive educational materials.                                   | Teacher | 1           | 2  | 1  | 1  | 16 | 1 |   | Paraprofessional |   | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 72. Telling a pupil what happened when (s)he was absent.                             | Teacher | 2           | 1  | 1  | 11 | 1  | 2 | 1 | Paraprofessional | 1 | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 73. Informing pupils of their program.                                               | Teacher | 4           | 1  | 1  | 4  | 1  | 6 |   | Paraprofessional | 4 | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 74. Helping a pupil to improve a special skill, such as in gym, music, sewing, etc.  | Teacher | 1           | 1  | 9  | 2  | 1  | 5 |   | Paraprofessional | 1 | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |
| 75. Interesting a restless or inattentive child in some of the available activities. | Teacher | 1           | 12 | 3  | 2  | 4  |   |   | Paraprofessional |   | DNA |
|                                                                                      |         | About 50-50 |    |    |    |    |   |   |                  |   |     |

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- Teacher 1 2 2 1 13 1 1 1 Paraprofessional DNA  
About 50-50



86. Keeping up to date on the latest developments in education.

Teacher 4 4 5 3 1 5 , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

87. Attending Parents' Association meetings.

Teacher 5 , 1 4 3 7 , , , , , , , , , , ,

About  
50-50

Paraprofessional 1  
DNA

88. Communicating to parents about their child's progress.

Teacher 8 6 5 , , , 2 , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

89. Scheduling parent-teacher conferences when ever the need arises.

Teacher 14 5 2 , , , , , , , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

90. Encouraging parents to visit school regularly and for special events.

Teacher 7 3 1 1 , 10 , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

91. Keeping parents informed of school and class events.

Teacher 7 2 1 1 6 4 1 , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

92. Utilizing available educational resources in the community for classroom activities.

Teacher 5 4 1 2 1 9 , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

93. Making home visitations.

Teacher 7 2 2 2 , 2 , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

94. Teaching a small, temporary group in any of the instructional areas.

Teacher , , 2 1 , 12 2 2 2 1 , , , , , , , , , , ,

About  
50-50

Paraprofessional 4  
DNA

95. Tutoring the gifted, the less able, or pupils who have had extended absences.

Teacher , , 1 1 , 8 4 1 2 3 1 , , , , , , , , , , ,

About  
50-50

Paraprofessional DNA

96. Assisting children with writing, spelling, punctuation, new and different words, etc.

|         |       |   |   |   |   |    |   |   |   |   |   |                  |          |
|---------|-------|---|---|---|---|----|---|---|---|---|---|------------------|----------|
| Teacher | ,     | , | 1 | 2 | 2 | 14 | , | 1 | , | , | , | Paraprofessional | <u>1</u> |
|         |       |   |   |   |   |    |   |   |   |   |   | DNA              |          |
|         | About |   |   |   |   |    |   |   |   |   |   |                  |          |
|         | 50-50 |   |   |   |   |    |   |   |   |   |   |                  |          |

97. Developing techniques and materials to meet individual differences.

|         |       |   |   |   |   |    |   |   |   |   |   |                  |                 |
|---------|-------|---|---|---|---|----|---|---|---|---|---|------------------|-----------------|
| Teacher | 3     | 1 | 1 | 5 | , | 10 | 1 | , | , | , | , | Paraprofessional | <u>        </u> |
|         |       |   |   |   |   |    |   |   |   |   |   | DNA              |                 |
|         | About |   |   |   |   |    |   |   |   |   |   |                  |                 |
|         | 50-50 |   |   |   |   |    |   |   |   |   |   |                  |                 |

98. Helping pupils solve personal problems.

|         |       |   |   |   |   |    |   |   |   |   |   |                  |                 |
|---------|-------|---|---|---|---|----|---|---|---|---|---|------------------|-----------------|
| Teacher | 1     | , | 1 | , | 1 | 19 | , | , | , | , | , | Paraprofessional | <u>        </u> |
|         |       |   |   |   |   |    |   |   |   |   |   | DNA              |                 |
|         | About |   |   |   |   |    |   |   |   |   |   |                  |                 |
|         | 50-50 |   |   |   |   |    |   |   |   |   |   |                  |                 |

99. Discussing classroom problems with supervisors.

|         |       |   |   |   |   |   |   |   |   |   |   |                  |                 |
|---------|-------|---|---|---|---|---|---|---|---|---|---|------------------|-----------------|
| Teacher | 10    | 2 | 4 | 2 | 1 | 1 | , | , | , | , | , | Paraprofessional | <u>        </u> |
|         |       |   |   |   |   |   |   |   |   |   |   | DNA              |                 |
|         | About |   |   |   |   |   |   |   |   |   |   |                  |                 |
|         | 50-50 |   |   |   |   |   |   |   |   |   |   |                  |                 |

100. Leading classroom discussions with the entire class.

|          |       |   |   |   |   |   |   |   |   |   |   |                  |                 |
|----------|-------|---|---|---|---|---|---|---|---|---|---|------------------|-----------------|
| Teachers | 2     | 3 | 1 | 5 | 2 | 8 | , | , | , | , | , | Paraprofessional | <u>        </u> |
|          |       |   |   |   |   |   |   |   |   |   |   | DNA              |                 |
|          | About |   |   |   |   |   |   |   |   |   |   |                  |                 |
|          | 50-50 |   |   |   |   |   |   |   |   |   |   |                  |                 |

101. Assigning children to serve as monitors.

|          |       |   |   |   |   |   |   |   |   |   |   |                  |          |
|----------|-------|---|---|---|---|---|---|---|---|---|---|------------------|----------|
| Teachers | 3     | 1 | 1 | 2 | , | 7 | 1 | , | 1 | , | , | Paraprofessional | <u>3</u> |
|          |       |   |   |   |   |   |   |   |   |   |   | DNA              |          |
|          | About |   |   |   |   |   |   |   |   |   |   |                  |          |
|          | 50-50 |   |   |   |   |   |   |   |   |   |   |                  |          |

TABLE 4

Alhambra District Kindergarten Teachers and Kindergarten Aides Responses to Task Analysis  
for Classroom Activities

(form used was from New York State COP Program)

| Teacher -<br>Item # | 5 | 4 | 3 | 2 | 1 | 0  | 1 | 2 | 3 | 4 | 5 | DNA | - Aide |
|---------------------|---|---|---|---|---|----|---|---|---|---|---|-----|--------|
| T 1.                | 0 | 0 | 0 | 1 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 1 | 0 | 7  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 2.                | 0 | 0 | 2 | 2 | 0 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 1 | 1 | 7  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 3.                | 0 | 0 | 0 | 2 | 0 | 9  | 0 | 2 | 0 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 0 | 0 | 0 | 3  | 0 | 1 | 1 | 0 | 0 | 3   |        |
| T 4.                | 0 | 0 | 1 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 1 | 0 | 0 | 0 | 5  | 0 | 1 | 1 | 0 | 0 | 0   |        |
| T 5.                | 0 | 0 | 1 | 1 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 1 | 1 | 0 | 0 | 7  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 6.                | 1 | 0 | 0 | 2 | 3 | 5  | 2 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 1 | 0 | 3 | 1 | 3  | 1 | 0 | 0 | 0 | 0 | 0   |        |
| T 7.                | 0 | 0 | 0 | 0 | 0 | 9  | 1 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 2  | 1 | 2 | 1 | 0 | 0 | 3   |        |
| T 8.                | 0 | 1 | 0 | 0 | 0 | 11 | 1 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 7  | 0 | 0 | 1 | 0 | 0 | 1   |        |
| T 9.                | 0 | 1 | 1 | 1 | 2 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 10.               | 8 | 1 | 3 | 0 | 0 | 1  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 5 | 2 | 0 | 0 | 0 | 1  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 11.               | 5 | 1 | 2 | 2 | 0 | 3  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 4 | 1 | 0 | 1 | 1 | 1  | 0 | 0 | 0 | 1 | 0 | 0   |        |
| T 12.               | 1 | 1 | 2 | 2 | 1 | 5  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 2 | 1 | 1 | 0 | 2 | 2  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 13.               | 0 | 1 | 1 | 1 | 0 | 5  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 0 | 0 | 0 | 4  | 0 | 2 | 0 | 1 | 0 | 1   |        |
| T 14.               | 1 | 1 | 1 | 0 | 0 | 8  | 0 | 0 | 0 | 0 | 0 | 2   |        |
| A                   | 0 | 1 | 0 | 0 | 1 | 5  | 1 | 0 | 1 | 0 | 0 | 0   |        |

| Teacher -<br>Item # | 5 | 4 | 3 | 2 | 1 | 0  | 1 | 2 | 3 | 4 | 5 | DNA | - Aide |
|---------------------|---|---|---|---|---|----|---|---|---|---|---|-----|--------|
| T 15.               | 5 | 3 | 2 | 1 | 0 | 2  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 3 | 0 | 3 | 0 | 0 | 2  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 16.               | 4 | 4 | 3 | 2 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 4 | 2 | 0 | 1 | 0 | 1  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 17.               | 1 | 0 | 1 | 0 | 0 | 10 | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 7  | 1 | 0 | 1 | 0 | 0 | 0   |        |
| T 18.               | 4 | 4 | 1 | 2 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| A                   | 4 | 2 | 0 | 0 | 0 | 1  | 0 | 1 | 0 | 0 | 0 | 1   |        |
| T 19.               | 2 | 2 | 0 | 5 | 1 | 3  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 2 | 2 | 1 | 1 | 0 | 2  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 20.               | 3 | 2 | 1 | 0 | 1 | 2  | 0 | 0 | 0 | 0 | 0 | 4   |        |
| A                   | 2 | 1 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 5   |        |
| T 21.               | 1 | 3 | 1 | 1 | 1 | 3  | 0 | 0 | 0 | 0 | 0 | 3   |        |
| A                   | 2 | 0 | 0 | 2 | 0 | 1  | 0 | 0 | 0 | 0 | 0 | 2   |        |
| T 22.               | 0 | 1 | 4 | 3 | 0 | 4  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| A                   | 2 | 1 | 0 | 0 | 3 | 2  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 23.               | 3 | 2 | 0 | 1 | 0 | 3  | 0 | 0 | 0 | 0 | 0 | 4   |        |
| A                   | 4 | 2 | 0 | 0 | 1 | 0  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| T 24.               | 1 | 0 | 1 | 3 | 0 | 6  | 1 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 1 | 0 | 0 | 6  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 25.               | 2 | 0 | 1 | 2 | 2 | 6  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 2 | 1 | 0 | 3  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 26.               | 2 | 0 | 1 | 1 | 2 | 6  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 1 | 1 | 1 | 3  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 27.               | 0 | 0 | 0 | 1 | 0 | 5  | 1 | 1 | 1 | 0 | 1 | 3   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 1  | 0 | 1 | 1 | 0 | 0 | 5   |        |
| T 28.               | 1 | 1 | 2 | 2 | 1 | 5  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| A                   | 3 | 0 | 0 | 0 | 0 | 1  | 0 | 1 | 0 | 0 | 0 | 3   |        |
| T 29.               | 1 | 1 | 2 | 0 | 0 | 3  | 1 | 2 | 0 | 1 | 0 | 0   |        |
| A                   | 1 | 0 | 0 | 0 | 0 | 3  | 0 | 1 | 1 | 1 | 0 | 0   |        |
| T 30.               | 0 | 0 | 1 | 0 | 0 | 4  | 2 | 3 | 2 | 1 | 0 | 0   |        |
| A                   | 1 | 0 | 0 | 0 | 0 | 0  | 1 | 1 | 1 | 2 | 2 | 0   |        |
| T 31.               | 0 | 0 | 0 | 0 | 0 | 4  | 0 | 2 | 4 | 2 | 1 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 1  | 1 | 1 | 1 | 3 | 1 | 0   |        |
| T 32.               | 1 | 2 | 0 | 1 | 0 | 7  | 0 | 1 | 1 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 0 | 1 | 0 | 2  | 2 | 1 | 1 | 0 | 0 | 0   |        |

| Teacher - | 5 | 4 | 3 | 2 | 1 | 0  | 1 | 2 | 3 | 4 | 5 | DNA | - Aide |
|-----------|---|---|---|---|---|----|---|---|---|---|---|-----|--------|
| Item #    |   |   |   |   |   |    |   |   |   |   |   |     |        |
| T 33.     | 0 | 0 | 0 | 0 | 0 | 7  | 4 | 1 | 0 | 0 | 1 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 0  | 2 | 1 | 2 | 2 | 1 | 0   |        |
| T 34.     | 0 | 0 | 0 | 0 | 0 | 7  | 1 | 1 | 1 | 2 | 1 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 1  | 1 | 1 | 1 | 3 | 1 | 0   |        |
| T 35.     | 1 | 0 | 1 | 0 | 0 | 5  | 1 | 4 | 0 | 0 | 1 | 0   |        |
| A         | 0 | 1 | 0 | 0 | 0 | 0  | 2 | 2 | 2 | 1 | 0 | 0   |        |
| T 36.     | 1 | 1 | 1 | 0 | 0 | 6  | 0 | 3 | 1 | 0 | 0 | 0   |        |
| A         | 0 | 1 | 0 | 0 | 1 | 3  | 0 | 2 | 0 | 1 | 0 | 0   |        |
| T 37.     | 0 | 0 | 1 | 0 | 1 | 7  | 0 | 0 | 0 | 0 | 1 | 3   |        |
| A         | 2 | 0 | 2 | 0 | 0 | 2  | 0 | 1 | 0 | 0 | 0 | 2   |        |
| T 38.     | 1 | 1 | 0 | 1 | 1 | 5  | 0 | 1 | 2 | 1 | 0 | 0   |        |
| A         | 0 | 1 | 0 | 1 | 1 | 3  | 0 | 2 | 0 | 0 | 0 | 0   |        |
| T 39.     | 0 | 2 | 4 | 1 | 0 | 3  | 0 | 0 | 0 | 0 | 0 | 2   |        |
| A         | 0 | 1 | 0 | 0 | 1 | 6  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 40.     | 1 | 2 | 0 | 2 | 0 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 1 | 1 | 0 | 0 | 0 | 6  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 41.     | 2 | 2 | 1 | 3 | 0 | 3  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 2 | 1 | 1 | 0 | 0 | 3  | 1 | 0 | 0 | 0 | 0 | 0   |        |
| T 42.     | 0 | 0 | 2 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 7  | 1 | 0 | 1 | 0 | 0 | 0   |        |
| T 43.     | 0 | 2 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 1 | 1 | 0 | 1 | 6  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 44.     | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 7  | 0 | 0 | 0 | 0 | 0 | 2   |        |
| T 45.     | 0 | 1 | 0 | 0 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 1 | 0 | 0 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 46.     | 1 | 0 | 0 | 1 | 0 | 9  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| A         | 0 | 0 | 1 | 0 | 0 | 6  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 47.     | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 7  | 0 | 0 | 2 | 0 | 0 | 0   |        |
| T 48.     | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 5  | 0 | 1 | 3 | 0 | 0 | 0   |        |
| T 49.     | 0 | 0 | 0 | 1 | 0 | 8  | 0 | 2 | 1 | 0 | 0 | 1   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 4  | 1 | 1 | 1 | 1 | 1 | 0   |        |
| T 50.     | 0 | 0 | 1 | 1 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 5  | 0 | 1 | 1 | 1 | 0 | 1   |        |

| Teacher - | 5 | 4 | 3 | 2 | 1 | 0  | 1 | 2 | 3 | 4 | 5 | DNA | - Aide |
|-----------|---|---|---|---|---|----|---|---|---|---|---|-----|--------|
| Item #    |   |   |   |   |   |    |   |   |   |   |   |     |        |
| T 51.     | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 2 | 1 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 3  | 0 | 3 | 0 | 2 | 1 | 0   |        |
| T 52.     | 0 | 0 | 0 | 2 | 0 | 11 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 5  | 2 | 1 | 1 | 0 | 0 | 0   |        |
| T 53.     | 0 | 0 | 0 | 1 | 1 | 11 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 1 | 6  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 54.     | 0 | 0 | 0 | 2 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 55.     | 0 | 0 | 0 | 1 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 1 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 56.     | 0 | 0 | 0 | 0 | 1 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 7  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 57.     | 0 | 0 | 0 | 1 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 58.     | 0 | 0 | 0 | 1 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 59.     | 0 | 0 | 0 | 0 | 1 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 8  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 60.     | 0 | 0 | 2 | 3 | 1 | 7  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 2 | 1 | 0 | 1 | 1 | 4  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 61.     | 1 | 0 | 2 | 1 | 1 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 2 | 0 | 0 | 1 | 1 | 4  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| T 62.     | 0 | 0 | 0 | 1 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 5  | 0 | 1 | 1 | 2 | 0 | 0   |        |
| T 63.     | 0 | 0 | 4 | 0 | 1 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 1 | 0 | 1 | 3  | 1 | 2 | 1 | 0 | 0 | 0   |        |
| T 64.     | 0 | 0 | 2 | 0 | 0 | 10 | 0 | 2 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 2  | 0 | 2 | 2 | 2 | 0 | 0   |        |
| T 65.     | 0 | 0 | 1 | 0 | 0 | 9  | 0 | 2 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 5  | 0 | 1 | 1 | 0 | 0 | 0   |        |
| T 66.     | 0 | 0 | 0 | 0 | 1 | 8  | 0 | 2 | 0 | 0 | 1 | 1   |        |
| A         | 0 | 0 | 0 | 0 | 0 | 2  | 1 | 0 | 2 | 3 | 0 | 0   |        |
| T 67.     | 0 | 1 | 2 | 0 | 0 | 10 | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 1 | 0 | 0 | 7  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 68.     | 0 | 0 | 3 | 2 | 1 | 6  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A         | 0 | 0 | 1 | 0 | 0 | 5  | 0 | 0 | 1 | 0 | 0 | 1   |        |

| Teacher -<br>Item # | 5 | 4 | 3 | 2 | 1 | 0  | 1 | 2 | 3 | 4 | 5 | DNA | - Aide |
|---------------------|---|---|---|---|---|----|---|---|---|---|---|-----|--------|
| T 69.               | 0 | 0 | 0 | 2 | 1 | 5  | 1 | 2 | 1 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 1 | 0 | 4  | 1 | 0 | 1 | 2 | 0 | 0   |        |
| T 70.               | 0 | 1 | 2 | 2 | 1 | 5  | 1 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 1 | 1 | 0 | 5  | 1 | 1 | 0 | 0 | 0 | 0   |        |
| T 71.               | 0 | 1 | 1 | 1 | 1 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 1 | 0 | 0 | 7  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| T 72.               | 2 | 0 | 0 | 0 | 0 | 8  | 0 | 1 | 1 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 1 | 0 | 1 | 3  | 1 | 1 | 0 | 0 | 0 | 1   |        |
| T 73.               | 1 | 0 | 1 | 3 | 1 | 4  | 0 | 0 | 0 | 0 | 0 | 3   |        |
| A                   | 3 | 1 | 0 | 1 | 0 | 2  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| T 74.               | 0 | 0 | 1 | 0 | 1 | 5  | 1 | 1 | 3 | 0 | 0 | 1   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 4  | 1 | 0 | 2 | 0 | 0 | 1   |        |
| T 75.               | 0 | 0 | 0 | 0 | 1 | 8  | 1 | 1 | 2 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 4  | 2 | 1 | 2 | 0 | 0 | 0   |        |
| T 76.               | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 8  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 77.               | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 8  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 78.               | 0 | 0 | 0 | 1 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 8  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 79.               | 0 | 0 | 0 | 1 | 2 | 10 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 0 | 0 | 0 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 80.               | 0 | 0 | 0 | 0 | 1 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 0 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 81.               | 0 | 0 | 0 | 0 | 1 | 12 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 1 | 0 | 0 | 7  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 82.               | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 0 | 1 | 7  | 0 | 0 | 1 | 0 | 0 | 0   |        |
| T 83.               | 0 | 0 | 1 | 2 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 1 | 0 | 0 | 0 | 0 | 8  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 84.               | 5 | 3 | 2 | 1 | 1 | 1  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 5 | 3 | 0 | 0 | 0 | 1  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 85.               | 1 | 2 | 2 | 0 | 0 | 7  | 0 | 0 | 0 | 1 | 0 | 0   |        |
| A                   | 0 | 0 | 0 | 1 | 0 | 6  | 0 | 0 | 1 | 0 | 1 | 0   |        |
| T 86.               | 2 | 2 | 4 | 3 | 0 | 2  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 2 | 2 | 1 | 0 | 1 | 3  | 0 | 0 | 0 | 0 | 0 | 0   |        |



| Teacher -<br>Item # | 5  | 4 | 3 | 2 | 1 | 0  | 1 | 2 | 3 | 4 | 5 | DNA | - Aide |
|---------------------|----|---|---|---|---|----|---|---|---|---|---|-----|--------|
| T 87.               | 2  | 0 | 1 | 4 | 2 | 3  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 3  | 0 | 0 | 0 | 1 | 4  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| T 88.               | 6  | 3 | 4 | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 2  | 3 | 1 | 0 | 0 | 2  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 89.               | 10 | 2 | 1 | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 4  | 3 | 1 | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 90.               | 6  | 2 | 0 | 1 | 0 | 4  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 1  | 1 | 1 | 0 | 0 | 6  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 91.               | 5  | 1 | 1 | 0 | 6 | 0  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 2  | 1 | 0 | 1 | 0 | 4  | 1 | 0 | 0 | 0 | 0 | 0   |        |
| T 92.               | 3  | 2 | 1 | 2 | 0 | 5  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 2  | 2 | 0 | 0 | 1 | 4  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 93.               | 5  | 1 | 2 | 2 | 0 | 1  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 2  | 1 | 0 | 0 | 0 | 1  | 0 | 0 | 0 | 0 | 0 | 4   |        |
| T 94.               | 0  | 0 | 2 | 0 | 0 | 6  | 1 | 2 | 2 | 0 | 0 | 0   |        |
| A                   | 0  | 0 | 0 | 1 | 0 | 6  | 1 | 0 | 0 | 1 | 0 | 0   |        |
| T 95.               | 0  | 0 | 1 | 1 | 0 | 4  | 1 | 1 | 2 | 2 | 1 | 0   |        |
| A                   | 0  | 0 | 0 | 0 | 0 | 4  | 3 | 0 | 0 | 1 | 0 | 1   |        |
| T 96.               | 0  | 0 | 1 | 2 | 1 | 7  | 0 | 1 | 0 | 0 | 0 | 0   |        |
| A                   | 0  | 0 | 0 | 0 | 1 | 7  | 0 | 0 | 0 | 0 | 0 | 1   |        |
| T 97.               | 2  | 1 | 1 | 2 | 0 | 6  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 1  | 0 | 0 | 3 | 0 | 4  | 1 | 0 | 0 | 0 | 0 | 0   |        |
| T 98.               | 1  | 0 | 1 | 0 | 1 | 10 | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 0  | 0 | 0 | 0 | 0 | 9  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 99.               | 5  | 2 | 3 | 2 | 0 | 1  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 5  | 1 | 1 | 1 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 100.              | 1  | 2 | 1 | 4 | 2 | 3  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| A                   | 1  | 1 | 0 | 1 | 0 | 5  | 0 | 0 | 0 | 0 | 0 | 0   |        |
| T 101.              | 2  | 1 | 1 | 2 | 0 | 5  | 0 | 0 | 0 | 0 | 0 | 2   |        |
| A                   | 1  | 0 | 0 | 0 | 0 | 2  | 1 | 0 | 1 | 0 | 0 | 3   |        |



IV

THE INSERVICE TRAINING OF AIDES

91/92

## THE INSERVICE TRAINING OF AIDES

Ten kindergarten aides who had completed the preservice phase of the project in August were employed by the district. These aides, along with several volunteers, continued to receive additional training based upon objectives throughout the school year. With a few exceptions, the training sessions were held weekly, every Wednesday, and were four or five hours long.

Through continuous feedback, written and verbal, the kindergarten teachers and aides commented on the effectiveness of the training sessions and made recommendations for those conducted in the inservice program. Objectives were written for the areas in the three domains that were related to practical classroom needs. We were better able to determine the competencies of the aides through this reporting system. Objectives were generally approved by one or all of the three persons who were most responsible for the administration of the training program. These persons were the kindergarten consultant, the project director, and the SDE EPDA consultant.

The inservice phase of the program included training and experiences in the following ways:

1. Seminars or workshops involving all the aides and based upon specific objectives
2. Attendance at a University Forum, i.e., the LD forum and the Early Childhood Education Conference
3. Visitations to other kindergarten classrooms, within the district and to neighboring districts
4. Training at the school assigned under the classroom teacher with specific objectives approved by the project coordinator
5. Two special workshops directed by out-of-district consultants.

During the first two months of the school year, the training sessions were five hours in length. In November, we assigned one hour per week to each teacher-aide team for the expressed purpose of discussing training needs and then completing a written summary to the project director of the needs as seen by the team. This proved beneficial in determining if experiences included in training sessions were being used in the classroom. It also improved communication and helped to establish a better working relationship and a greater feeling of "trust" in the classrooms. This contributed to a greater acceptance of the supportive role as opposed to the competitive role that might have limited the effectiveness of the aide.

The inservice objectives developed followed the general pattern of the preservice objectives. We were continually looking for improved criterion measures to determine the effects of the training and observe whether or not the aides did actually demonstrate competency.

Our effort to maintain a balance in the training program and to integrate the cognitive, affective and psychomotor domains in our objectives and in the activities we conducted can

best be illustrated, we hope, by the list of training sessions we conducted.

**September 1972 through May 1973 sessions:**

- The Practice and Use of Audiovisual Equipment
- How to Instruct and Use the Parachute for Rhythmic Play
- Parental Expectations for Kindergarten Children
- Family Constellations; Differences in the Only, Middle, and the First Child in the Family
- Conducting Games, Rhythms, Finger Play Activities
- The Development of Materials for Teaching the Concept of "Categories"
- The Characteristics of the Learning Disabled Child
- Improved Parent-Teacher-Aide Communication
- Brainstorming Techniques for "Trust" Relationships
- Goals and Objectives of the *Beginning* Reading Program
- Visual Skills Training
- How to Conduct Music and Rhythm Activities
- Motor Learning and the Young Child
- Use of the Lummi Sticks and the Poi-Poi Balls
- The Use of District Handbooks
- The Development of Staff Interaction Principles
- The Reinforcement Theory
- The Theory of Play as Related to Intellectual Development
- Help for the Slow Learner
- Pros and Cons of the Parent-Teacher Conference
- Explanation and Training in the Administration of the Metropolitan Readiness Test
- Learning Disability Forum (ASU)
- Early Childhood Education Conference (ASU)

## Motor Learning Workshop – Tom Edson

### Music and Movement - Grace Nash

With the exception of two outside consultants, Mr. Tom Edson, Coordinator of Physical Education for Riverside County, California, and Mrs. Grace Nash, a nationally prominent music educator, our consultants were district employees. The major share of the workshops were directed by Thelma Peterson, kindergarten consultant, Sandra Hungerford, counselor, and Robert Weinheimer, administrative assistant. Jo Pitts, third and fourth grade consultant directed workshops in the visual skills training and Jean Kennedy, middle grades consultant, directed a workshop on staff interaction. We were fortunate to provide some training in dealing with the exceptional child which included actual practice with such children in district classrooms. Carolyn Fuetterer, learning disability teacher, and Lois Trimble, special education specialist, conducted this phase of the program. The use of qualified consultants from within the district, with the approval of the administration, was considered a strength of the program and resulted in more district personnel knowing about the goals and objectives of the program.

Visitations to district kindergarten classes and to selected classes in the Cartwright, Osborn, and Washington School Districts were helpful to our aides and to the program. The project is grateful to the district kindergarten coordinators, to the teachers whose classrooms we visited and to the principals of the schools for their fine cooperation.

Within our own district, the visitation consisted of actual practice for each aide working under two different teachers in at least two different schools and with the objectives developed by these teachers. An evaluation of this phase of the program indicated considerable learning on the part of the aides as they worked with different children and in unfamiliar classes. For the teachers, it was an opportunity to evaluate the overall training program in a more objective manner as they noted the progress and abilities of aides other than the one regularly assigned to work with them.

The teacher directed phase of the aide training program, other than the portion directed towards training in the use of the Metropolitan Readiness Test, was prefaced by the following guidelines to the teachers.

1. The training must be based upon specific written objectives which include the conditions and the expected standards as evidence of successful completion. (What outcomes are expected of the learner—in this case, the aide—, under what conditions, and what is the criterion measure that you will use to denote that the aide has really shown evidence that she has met your objectives.)
2. Training objectives, in writing, must be submitted to district project director for approval.
3. Training should be directed towards developing aide competency in areas in which they are not presently competent and which has a direct relationship to helping the teacher better meet the goals and objectives of the classroom program.
4. The training objectives should reflect the unique and specific needs of your classroom and should not include phases of the training program that can be better accomplished at district level sessions.



5. An attempt should be made to identify training needs that are not trivial and wasteful of allotted time. The attempt should be to build upon the aides present background and experience.
6. Keep in mind that the goal of the project is to identify those aspects of a kindergarten program for which a trained aide can best provide the teacher with the support needed to meet the needs of the children. Areas once identified should be written in "specific objectives language" with accompanying conditions and standards.

Although the basic intent of the project was to use district personnel as much as possible in the training program for reasons already mentioned, the two workshops directed by non-district consultants were outstanding. We informed both consultants prior to the workshops of our specific needs and were rewarded by their efforts and by the expressed feelings of our participants in evaluating the sessions.

Through the cooperation of the district music coordinator, we were invited to participate with the music teachers in the workshop directed by Grace C. Nash.

#### **Title: Dealing with Learning Problems through Music**

- A. Awaken the child with Rhythmic Expression (the irresistible media) (in hands and feet, in language, in sound textures) that interpret his experiences and interests.
- B. Use SPECIFICS in each area to build an ensemble that grows in beauty according to his (1) contribution and cooperation, rather than competition; (2) awareness, self-stretching and self-enhancement; and (3) active involvement.

The workshop completely captured those in attendance and we are planning to use the same consultant in the coming year.

Here are several evaluations made by kindergarten aides:

The workshop conducted by Grace Nash superceeded my expectations. Much of the material presented in the A.M. session was above the kindergarten level, but some of the ideas could be adapted for use with that level. The thought of "stretching the child's mind" has stayed with me and I'm trying to utilize this in the music and psychomotor areas. A workshop devoted entirely to kindergarten children would be helpful and appreciated. Any ideas that incorporate rhythm in its variations are also helpful.

\* \* \*

I felt it was an exceptional workshop. It seemed that the time went by too quickly.

\* \* \*

The workshop was great. I would like to see more things we could use with the very young kindergarten child. I feel the kindergarten teachers should be able to attend the workshop too. It would help follow up some of the things we could use in class.

\* \* \*

Tom Edson has established a reputation in the Phoenix area which always leads one to high expectations for the productiveness of any workshop he directed. For our session he was to provide the following services:

Demonstrate the use and administration of motor-perceptual tests for children of Early Childhood and kindergarten age through the involvement of the kindergarten teachers and aides.

Direct and instruct the participants in physical education games and activities appropriate for children of kindergarten age.

With seven suitcases full of materials and concept of "active participation" for all, we had an experience which we know led to results in the classroom. The information, participation, and understanding gained by the kindergarten teachers and aides resulted in a renewal of many activities of the psychomotor area in our daily programs.

We were pleased with the effectiveness of these two outstanding consultants and with the results of the training as we observed the actions of the aides back in our classrooms.





V

THE INVOLVEMENT OF PARENTS

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## THE INVOLVEMENT OF PARENTS

The third goal of the Alhambra/Arizona project reads, "To develop activities which will help to promote a closer understanding and cooperation between home and school and will be reflected in an improved attitude on the part of the children towards learning."

Throughout the year, we were extremely fortunate in having parent representatives from all the schools in the district attend our meetings, encourage the program, and provide us with information from the community with respect to perceptions of the district kindergarten program.

During the first week in September, we invited parents from all the schools in the district, through the local principals, to attend a meeting which was for information about the purposes of the aide training project. At this first meeting, we introduced the consultants who had directed the summer training phase, presented several of the videotapes that we had filmed during the workshops, and entered into a discussion with respect to the concerns and expectations of the parents. The kindergarten consultant discussed the learning process as related to children of this age. The counselor talked to the parents about behavioral characteristics and things that they might look for as the child began formal schooling. The opportunity for questions and answers was used by the parents to express their thoughts and we listed these and provided them to the district kindergarten teachers and aides as a frame of reference.

Questions asked by the parents were as follows:

1. Why isn't there a fence around the playground?
2. Why isn't someone supervising the crosswalk at the start of the school day?
3. Why aren't children tested at start of kindergarten?
4. Why aren't children with late birthdays tested?
5. Why do kindergarten rooms seem to look cluttered for the number of children (1 school)?
6. How much time is spent on sociability as compared to readiness for first grade?
7. What is the responsibility of aides?
8. Funds should be allowed for counselors at each school at least part time.
9. What will children be doing in first grade?
10. How can one teacher and one aide teach the children what they need to know and remember?
11. Will the ability to distinguish differences in music help him in sounds of words?

12. What will children know at the end of kindergarten?
13. Will children have ears and eyes tested?
14. One aide for two classes is not enough?
15. Will program go beyond Sesame Street?
16. Will there be an opportunity for one-to-one relationships between teacher and child?
17. Bathroom doors are not geared to small children (they need step stools)
18. Will school library be used?
19. Parents should send painting smocks.
20. Even up classes at Andalucia -- too large.
21. More creative toys on the playground.
22. Why is enrollment so large? Teacher is becoming a babysitter?
23. This early start should be an educational boon to the future generation.
24. Hopes freedom of talking will be held down so children will be able to control themselves when they start first grade.

The expectations of the parents for their children were also listed and sent to the teacher-aide teams. These are listed here.

#### **Expectations for Kindergarten Children**

The child should:

1. Grow intellectually, emotionally, physically, and socially.
2. Have instilled within an eagerness for learning.
3. Learn to be a good mixer and adjust to school.
4. Have a teacher who will let parent know if there are problems at school.
5. Learn how to concentrate and pay attention.
6. Get along with others and share.
7. Learn to take and follow directions.
8. Be placed with another teacher if a personality clash develops.
9. Bring home a list of key words of today's activities so child and parent can discuss day's fun.

10. Have established a strong sense of self.
11. Be well prepared to start reading in first grade.
12. Be able to tell left from right, know sounds, alphabet, pledge of allegiance.
13. Be able to adjust to various situations without getting shook.
14. Be dependent on self.
15. Have a feeling of enjoyment for school and the learning process.

On October 18, we held a joint meeting of the parent representatives from each of the 10 schools with kindergarten classes. At this meeting the group elected three of the parents to serve on a District Kindergarten Advisory committee. Regions were set up so that these three worked closely with the others and utilized a telephone network to sample the feelings of the community toward the kindergarten program. As a result of the random sample survey by telephone, a survey questionnaire was sent through the children to all the kindergarten parents in the district.

This letter read as follows:

Dear Parent:

We are very interested in giving you the opportunity to tell us what you think and feel about the kindergarten program in the Alhambra District.

The kindergarten teachers and the teacher aides will be meeting soon and will certainly be interested in your comments and in your suggestions. Will you please take a few minutes to express your thoughts on the kindergarten program?

Please return this to the classroom teacher by Thursday, January 11, 1973.

We appreciate your cooperation and your interest in this effort to work towards the continuous improvement of the educational opportunities for the children of the district.

Sincerely,

The response to this letter was most gratifying. Over 225 answers were returned by the specified date with additional ones coming in for several weeks after January 11. We separated these by schools and printed out all the responses as they were. We did delete the parent's name, and provided copies of these comments to the Board of Trustees, the district administration, and the kindergarten teachers and aides. At a later meeting each of the parent representatives was also given a copy of the remarks.

The next meeting of the parents group was held during the last week of January. The topic, "Improvement of Home and School Communication" was appropriate as we shared the responses of district parents with the group and asked for their reactions.

We also introduced the group to the basic ideas of Dr. Gordon's Parent Effectiveness Training and, in particular, the "12 Roadblocks to Communication." At an aide workshop the previous week, we discussed Dr. Gordon's PET with the participants. We asked each of the aides to develop a short case study—one for a child in the classroom and one for a typical home situation. These were read and it was interesting to note the various ways that parents and aides considered for the handling of the problem. We could detect "roadblocks" for effective communication entering some of the suggested solutions.

The February meeting was directed towards Parent-Teacher Conferences. Prior to this, a letter had been sent to all parent advisors. Included in the letter was the following paragraph.

The district kindergarten consultant has written several questions that we would like you to use as you telephone some of the parents of kindergarten children in your respective school areas. We would be pleased if you would try to contact at least 10 parents in each area to see how they respond to the following questions:

1. Was the conference worthwhile?
2. How many conferences do you feel is needed?
3. Suggestions for improvement.
4. Reactions to the Progress Report Checklist.

These same questions had been addressed to all of the kindergarten teachers and so at the February meeting we were able to consider the viewpoints of parents and of teachers with respect to the conferences.

The April meeting was directed towards parents of children who would enter the district kindergarten classes in September 1973. Through the help of our parent advisors, whose children were just completing the kindergarten year, and our aides we were able to make suggestions for helping the children get ready. The kindergarten consultant used the checklist, "Is Your Child Ready for Kindergarten?" as a focal point for discussion. The project director discussed some of the findings of Piaget with respect to a child's developmental stages and suggested some homemade materials which might be of interest to the parents in working with their children. The aides discussed some of the ways that children appeared to get ready through the classroom experiences.

## IS YOUR CHILD READY FOR KINDERGARTEN?

Children grow and mature at different rates. Not all children are ready for school at the same time. This is a checklist of developmental skill levels based upon evidence of school readiness in children. It has been prepared with the hope that as parents you will evaluate in a general way your child's overall pattern of development and readiness. You may want to do this at home for your own information.

### READINESS CHECKLIST

Child's Name \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_ Age of Child by Sept. 1st \_\_\_\_\_ yrs. \_\_\_\_\_ mos.

|                                                                                                         | YES   | NO    |
|---------------------------------------------------------------------------------------------------------|-------|-------|
| 1. Will your child be 5 years when he enters Kindergarten?                                              | _____ | _____ |
| 2. Is your child at or better than the following norms or averages in weight and height?                |       |       |
| BOYS: Weight - 40 lbs.                      Height - 43 inches                                          |       |       |
| GIRLS: Weight - 37 lbs.                      Height - 42 inches                                         | _____ | _____ |
| 3. Can others easily understand your child when he speaks to them?                                      | _____ | _____ |
| 4. Does your child pay attention to a short story when it is read and answer simple questions about it? | _____ | _____ |
| 5. Is he able to draw and color a picture, beyond a scribble?                                           | _____ | _____ |
| 6. Is he able to zip or button up his sweater or jacket?                                                | _____ | _____ |
| 7. Can he tie a knot?                                                                                   | _____ | _____ |
| 8. Is he able to walk backwards for 5 or 6 feet?                                                        | _____ | _____ |
| 9. Is he able to stand on one foot for 5 or 10 seconds?                                                 | _____ | _____ |
| 10. Is he able to walk in a straight line?                                                              | _____ | _____ |
| 11. Is he able to fasten buttons he can see?                                                            | _____ | _____ |
| 12. Is he able to tell the left hand from the right?                                                    | _____ | _____ |
| 13. Is he able to take care of his toilet needs?                                                        | _____ | _____ |
| 14. Is he able to travel alone to and from school, or go to a friend's house, about 2 blocks away?      | _____ | _____ |
| 15. Is he able to be away from his parents for about two or three hours without being upset?            | _____ | _____ |
| 16. Is he able to cross a street safely?                                                                | _____ | _____ |



|                                                                                                                                                                                                                      | YES   | NO    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 17. Is he able to repeat a series of 4 numbers without practice, such as "say after me 7-2-4-6"?                                                                                                                     | _____ | _____ |
| 18. Can he tell you the meaning of simple words like bicycle or tricycle, apple, gun, shoe, hammer, water, shirt and horse?                                                                                          | _____ | _____ |
| 19. Is he able to repeat 8 and 10 word sentences if you say it once, "The girl ran all the way to the store for her mother"?                                                                                         | _____ | _____ |
| 20. Is he able to follow about 2 or 3 directions after being told once; such as "Bring me a book, skip around the room, and shut the door"?                                                                          | _____ | _____ |
| 21. Is he able to count 4 objects and give you the number?                                                                                                                                                           | _____ | _____ |
| 22. Is he able to give the last word of all of the following?<br>A fire is hot; ice is <u>(cold)</u> .<br>A Jet goes fast; but a turtle goes <u>(slow)</u> .<br>Daddy is a man; Mother is a <u>(woman or lady)</u> . | _____ | _____ |
| 23. Is he able to put together a simple puzzle?                                                                                                                                                                      | _____ | _____ |
| 24. Can he tell what is missing if you draw a stick picture of a man and leave out eyes, or a leg, or an arm?                                                                                                        | _____ | _____ |
| 25. Is he able to draw or copy a square?                                                                                                                                                                             | _____ | _____ |
| 26. Can he name a cross, a square and a circle when he sees it?                                                                                                                                                      | _____ | _____ |
| 27. Can he name about 3 or 4 colors you point to?                                                                                                                                                                    | _____ | _____ |
| 28. Can he tell you what his eyes, ears, and mouth are used for?                                                                                                                                                     | _____ | _____ |
| 29. Is he able to tell you what way a sweater, shoe and hat are the same? (clothing)                                                                                                                                 | _____ | _____ |
| 30. Does your child take an interest in the books, magazines that are around the house?                                                                                                                              | _____ | _____ |
| 31. Have you attempted to create in your child the idea of looking forward to school experiences rather than fear of school?                                                                                         | _____ | _____ |
| TOTALS                                                                                                                                                                                                               | ===== | ===== |

RESULTS: Count the number of items you were able to answer with a "Yes" response. Consult the table below for information relative to state of readiness for school.

|                                                      |                          |
|------------------------------------------------------|--------------------------|
| Number of items answered "Yes" should be 28 to 30    | (Readiness assured)      |
| Number of items answered "Yes" should be 24 to 27    | (Readiness probable)     |
| Number of items answered "Yes" should be 20 to 23    | (Readiness questionable) |
| Number of items answered "Yes" should be 16 to 19    | (Readiness doubtful)     |
| Number of items answered "Yes" should be 15 or below | (Readiness unlikely)     |



One of the kindergarten teachers expressed an interest in trying a workshop for parents. We were happy to encourage this pilot attempt as the idea was one that we had hoped to develop in meeting the third goal of the project. Here is the agenda for the workshop which was held on three successive Monday evenings for two hours.

#### **School Kindergarten Workshop for Parents**

**Session I**                      7:00 until 9:00 P.M.

7:00-7:30                      What is a Five-Year Old?

7:30-7:50                      What is Kindergarten?

7:50-8:00                      Refreshments

8:00-8:30                      Everything You Wanted to Know About Kindergartners and Were Afraid to Ask

8:30-9:00                      Special Questions

#### **Session II**

7:00-7:30                      The Affective Area (district counselor)

7:30-7:50                      A Psychologist's View of Discipline (district psychologist)

7:50-8:00                      Refreshment

8:30-9:00                      An Aide to a Teacher is a Lifesaver (project director)

#### **Session III**

7:00-7:30                      Kindergarten—An Important Year from the View of a First Grade Teacher (panel of first grade teachers)

7:30-7:50                      Small group discussions (first grade teachers serve as group leaders)

7:50-8:00                      Refreshments

8:00-9:00                      The Environment Makes a Difference—Inside and Outside—Materials that May Be Used in the Home to Help Your Child

The successful effort in this pilot workshop has encouraged us to develop a series of these in our district schools. The attendance grew during the three sessions and we were most pleased by the continuous return of the fathers to each meeting. The district psychologist commented that the open discussion by the parents at the meeting he was directly involved in was one of the better ones of his experiences. Much of the success of this series of

meetings must be attributed to an extremely sensitive and enthusiastic kindergarten teacher who had already established an excellent working relationship with the parents.

We are currently requesting from ERIC reports on parent workshops and parent education programs in order to build upon our own experiences and provide direction for any individual school which desires to conduct similar workshops.

An area that has created controversy is the effect of TV watching on the intellectual and affective development. Because of the particular interest and willingness of one of the district kindergarten teachers to survey the parents of the children in her classes about opinions in this regard, we may consider using a similar approach this year to find out what our community thinks on similar issues which may relate to the classroom.

### **YOUTH'S MOTOR SKILLS SUFFER FROM TOO MUCH TV**

The affluent child in America is disadvantaged, deprived of opportunities to develop the motor skills which are critical to his physical and mental well being, a specialist on learning theory said in an interview yesterday at Arizona State University.

Dr. Madeline Hunter, principal of the elementary school at University of California at Los Angeles, said television and the increased use of playpens and high chairs have robbed children of the opportunity to develop themselves physically.

"Television, especially, has interfered with motor skills because the youngsters are always sitting in front of it instead of going outdoors to play games," indicated Dr. Hunter, who was at ASU to conduct a two-day physical education workshop.

"We often find the poverty child has better, more sophisticated motor skills because he has had to entertain himself by walking, running, climbing fences and so forth.

"There is more information than ever now of the absolute criticality of movement, of activity, to health. Man is not sedentary; he must move.

"Children who don't develop a well rounded repertoire of all kinds of skills miss out on a lot of richness to living, and can be hampered in their ability to learn."

Motor skills are more important in human learning than educators used to think, said the blonde professor. Much of a child's understanding of concepts is based on movement.

The concept of distance, for instance, must be learned first by moving through a distance. To learn how far away 10 feet is, a youngster must walk the distance. Then he gauges how his eye muscles feel when he is 10 feet away from an object, so he can guess the distance next time.

Dr. Hunter said all classroom learning is more effective and efficient when it is combined with physical movement as a reinforcement.

A child learning his ABC's, she pointed out, learns better if the letters are on a grid on the floor and he can jump to the letter the teacher calls out.

In learning letters he is helped by walking through a shape of the letter; for understanding shapes he picks them up more quickly if the teacher asks him to trace a circle or a square with his hand in the air.

"What a child learns in physical education will be used more than ever as an adult," said the specialist, emphasizing the importance of physical training in school. "He has to know how to move, how to be in charge of his body, how to use his recreational time."

"Many of the other skills we're learning now will not be used in the future. We're not going to be using the library so much in schools because we can dial access for information.

"Computational skills will be less important because figures will be put into computers. Everyone will carry a pocket computator instead of adding and subtracting by hand.

"Much of our information will be gotten from moving visuals, television or films, instead of from reading. Children will be looking and answering questions, not reading and answering questions."

Parents can work with their children on motor development, she suggested, by encouraging them to be active and by working with them on specific exercises.

Running, climbing and rolling are all excellent for large muscle development in youngsters, she said. But parents can make activity more specialized by asking a child who can run fast to see how slowly he can move from one point to another, or requesting a slow child to run fast as he can.

Motor skills are learned, just like everything else, she said, and there are certain principles of human learning which can make the process more efficient and effective.

Her purpose at ASU was to pass along these principles to future physical education teachers, she indicated. They can be used by parents, too.

"One principle is that you mass practice at the beginning of learning, performing a task over and over again, close together. Then you space it out.

"If you're teaching a five-year-old how to catch a ball, you show him how, then throw it to him five or ten times until he gets the hang of it. You come back again later and say 'hey, let's try that ball again.' You might have him catching it 25 to 50 times.

"The next day you make wider spaces between practices as he learns. But repeating is important; don't assume he knows it if he does it right the first time or two."

Another important principle is to reinforce the child when he does something right, she said, by praising him. As with any behavior, the action that works out well for him is the one he'll learn.

— Phoenix Newspaper  
December 1972

## Parents Reaction to "Youth Motor Skills" Article

The Alhambra/Arizona Training program included efforts to provide balance. As we worked in all three areas, cognitive, affective, and psychomotor, we were interested in the views of the parents about our program.

Sarah Auffret's newspaper report of an interview with Dr. Madeline Hunter, principal of the UCLA elementary school, interested us enough to copy it and ask for comments from the parents of the kindergarten children in one of our schools.

The letter which accompanied a copy of the article read:

Dear Parents,

I am sending home an article "Youth's Motor Skills Suffer From Too Much TV." I would appreciate it if you could take the time to read the article and jot down your reaction to it and whether you agree or disagree. Please send it back to school with your child because I am very interested in your opinion about this.

Here are some of the responses received:

I could see where it would hurt your child if she only sat in front of the TV. I know I can speak for my child and a lot of the others in the neighborhood in saying our kids get plenty of exercise. My little girl isn't still for a minute. Even while watching TV she's pointing at things on the set and writing and drawing while watching. I think it's just as important that they can watch and listen as well as run and jump.

\* \* \*

I feel that children should be well supervised when it comes to television. I feel that a child's imagination is also hindered by constantly watching the TV.

\* \* \*

I heartily concur with the article. I have found the same things basically true while working with and training adults.

\* \* \*

Agree, agree, agree. How about their vision and hearing also. I feel TV probably affects these too. Motor skills should be a great part of the program starting with kindergarten at least one period per day right on up to the last grade of school. Give this job to a specialist or orient the classroom teacher much much more. Teach the children to love strenuous activity.

\* \* \*

I think children should watch only a couple of hours of TV a day. Their out-of-school time should be spent playing outside, watching some TV and in constructive indoor play (for example, playing games, listening to records, etc.). Most parents are in a TV rut which influences their children.

\* \* \*

As to whether I agree or disagree on this article, I would like to point out that TV helps the child develop the mind before beginning school. On the other hand I agree that too much TV is bad for the child's eye-sight and it does harm the child's physical ability for sports.

\* \* \*

Disagree. My children enjoy television. Television is mostly made up of fantasy, letting the imagination run and pretending is fun. There's nothing wrong with make believe, it stretches our imagination, that's what television provides. Children live in fantasy and they eat this up. I don't feel it stops them from doing other things. Television has become more and more an educational tool in learning. Children enjoy animated objects and they pretend they are them, out in reality their world has much to offer them. World of look and see. Any child deprived of entertainment probably is suffering from some lack of educational learning. There are many wonderful children programs for the young set that are marvelous openers to learning that shouldn't be discouraged but encourage the child to watch. By the time a child enters school, the groundwork for his education has already been laid, for better or worse. Much of what a preschooler or kindergartener soaks up is television, it's a part of his environment. It plays such an important role to his or her mental growth and education. I feel television does give a child a variety of experiences that are enormously helpful to him later in learning to read. Television, and computers are part of our age of learning, but by no means do they stop building motor skills. A child is eager to explore and reach out to his or her world and television does stimulate him and give him something to reach for. Games and other physical equipment give and build up a child's physical skills and character. But building and developing a child's mind, letting him pretend and fantasize a little can't be all that bad. My kids enjoy television to a certain degree and they soon tire of it and play out-of-doors. When they tire of the out-of-doors there is always television for their viewing pleasure. They can take television or leave it. No one is compelled to watch it in our house.

\* \* \*



VI

THE DEVELOPMENT OF MATERIALS FOR THE PROGRAM

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## THE DEVELOPMENT OF MATERIALS FOR THE PROGRAM

Several workshops were directed specifically towards the sharing of ideas and the reporting of local programs and materials which could be developed into a handbook. Feedback from the teachers and the aides resulted in ideas which were studied by those responsible for the administration and the direction of the project.

This chapter includes the results of some of the combined thinking and suggestions that came from kindergarten teachers, aides, principals, and consultants. It does not include many of the materials that may have been used in one or a limited number of our classes. The learning center concept was very apparent in the majority of our kindergarten classes. Both the teachers and the aides spent considerable time exploring ideas from such publications as *Grade Teacher*, *Instructor*, *Early Years*, and *Learning* for hints on activities to include in the centers. Some help from the San Mateo Educational Center through our participation in the Arizona Educational Information System located at Arizona State University was available for descriptions of learning centers in districts throughout the country.

Because our larger schools with several kindergarten teachers were sharing the aide, we found it necessary to make some suggestions for scheduling. We feel that the true effectiveness of the aide is limited by this situation and we highly recommend one aide for each teacher if the expectations are to really make full use of any competencies developed in a training program.

The structured learning centers page was used by our teachers as a guide. Many of the classrooms had developed unique and highly effective centers which showed some departure from the ideas suggested.

Learning center activities resulted from a sharing of ideas by teachers and the aides. The results of the weekly communication period for teacher and aide helped to encourage this type of approach.

The Beginning To Read, Write, and Listen is the basic readiness program currently being used in the district. Aides received considerable training in this program from the kindergarten consultant and from the teachers.

The Materials for Teaching Reading Skills is an example of the manner in which one of our aide training workshops emphasized the production of materials related to the original objectives, in this case, in the cognitive domain.

Bulletin Boards was a topic that was requested by the aides to be dealt with in a workshop because of an expressed need. The actual production of many of the items mentioned were completed at the workshop.



We were most fortunate to have one of our district music teachers who was extremely skillfull in working with young children and whose enthusiasm promoted great efforts on the part of the aides to bring this kind of music and rhythm experience to the children. The Demonstration of Music Activities for Kindergarten Aides helped the aides to see the possibilities in certain activities.

Rhythmic Parachute Play became an important part of the psychomotor program offered to the children in our kindergarten classes. The children enjoyed the various movements to music that were included in the program. In addition to some commercial materials which we purchased, we are indebted to Tom Edson of the Riverside County Schools in California for suggestions for the parachute activities.

# **MODEL FOR SCHEDULING** **Utilizing One Aide For Two Classes**

## **Room 1**

|                                  |                                                    | AIDE ASSISTS                                                                                                       |  |              |                            |                                                                  |                                                              |
|----------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--|--------------|----------------------------|------------------------------------------------------------------|--------------------------------------------------------------|
| 8:25-8:45                        | -9:05                                              | -9:35                                                                                                              |  | -9:50        | -10:05                     | -10:40                                                           | -11:00                                                       |
| Opening Exercises Calendar Music | Structured Learning Centers—Set up on Weekly Basis | ½ gr. Psycho-Snacks motor with Aide<br>½ gr. DLR with Teacher<br>15 Min. each gr. Substitute Science—1 day for DLR |  | Aide Assists | Math Concepts Manipulative | Beginning Related Materials Tapes, dittos Handwriting for 5 Min. | Story-telling Poetry Puppets Dramatics Art—1 day (Skip Math) |

## **Room 2**

|                        |           |               |  | AIDE ASSISTS |                             |                          |               |
|------------------------|-----------|---------------|--|--------------|-----------------------------|--------------------------|---------------|
| 8:25-8:45              | -9:20     | -9:35         |  | -9:50        | -10:10                      | -10:40                   | -11:00        |
| Opening Exercise Music | Beginning | Math Concepts |  | Snacks       | Structured Learning Centers | Beginning ½ Psycho ½ DLR | Story-telling |

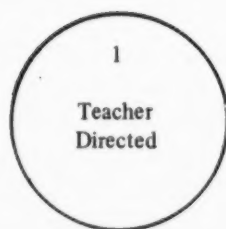
Remainder is same as above.  
 \*\*\*\*\*

1. P.M. same arrangement - switch aide to opposite position.
  2. Aide alternates during snack time, helping teacher who took own snack money and attendance.
  3. \*Aide plans and prepares activities for psychomotor each day.
  4. \*Aide prepares activity for her center on a weekly basis.
  5. \*Aide could prepare activity for one story-time per week.
  6. Plan could be modified for one class with an aide.
- \* These could be shared by both teachers through joint planning and should correlate with program.

## STRUCTURED LEARNING CENTERS

This type of learning center is set up for a particular twenty-minute period and may utilize existing tables. It is designed for small group and independent learning. Specific skills can be practiced and checked at this time. Children are cycled through on a week's basis. New activities are introduced each week. Use your resource material.

1-2



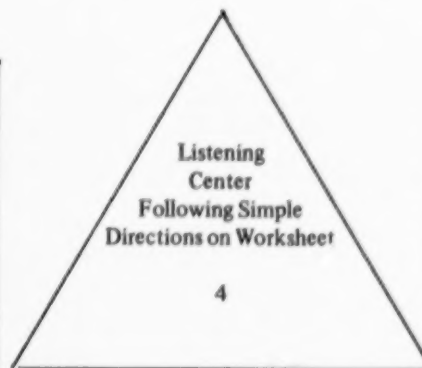
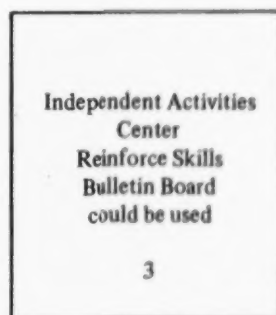
- a. Handwriting—10 min. Plus another activity
- b. Main ideas
- c. Main characters
- d. Reproduce designs
- e. Shapes
- f. Feelings
- g. Sounds

- h. Smells—Textures
- i. Relationships
- j. Comparisons
- k. Matching
- l. Likeness—Differences
- m. Feely Boxes—Bags
- n. Rhyming Words—Objects
- o. Missing Part



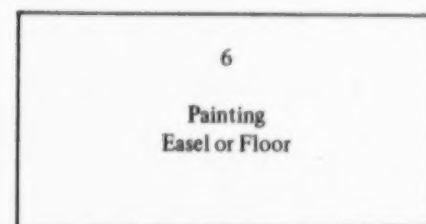
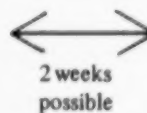
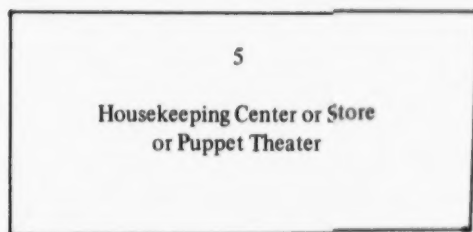
3

- a. Lacing Boards
- b. Cutting picture
- c. Pasting
- d. Art
- e. Reproducing Designs—Peg board
- f. Puzzles
- g. Matching
- h. Parquetry Blocks



4

- a. Beginning
- b. Draw Picture
- c. Identification
- d. Missing Parts
- e. Matching
- f. Letter Sounds
- g. Etc.



A situation is given. The children act it out.

Children's thoughts are then recorded with felt pen. Language Experience

## LEARNING CENTER ACTIVITIES

Shared by Teachers

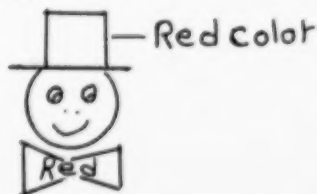
These activities lend themselves to both small and independent participation. Do explain the task at hand before expecting independent work. Always evaluate.

### 1. COLOR WORDS

Help Santa match the color word to the colored ornament. Change with season.

### 2. COLOR WORDS

Put up a series of smiling faces on the bulletin board. Put a different colored hat on each one. Make bow-ties from white or manila paper. Print a color word on each tie. The child matches the tie to the proper face.



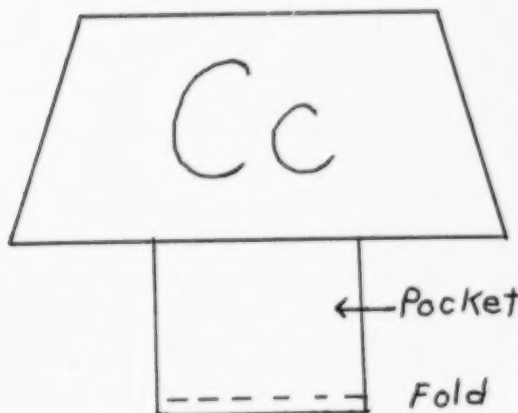
### 3. COLORS

Make a cardboard chart. Mount 16 two-inch by two-inch squares of various shades of colors including eight primary colors. Cover with clear contact paper. Use mystic tape around edge. Mount squares of matching colors on two-inch by two-inch oaktag squares. Child matches color to color. Color blindness can be picked up here. Fadeless art paper works best.

### 4. SOUNDS

Take the pack of picture cards from Santa's bag and put them in the ornament (pocket) that has the same initial letter sound. Change with seasons.

### 5. MATCHING SOUNDS



**Material** -- Construction paper or oaktag houses. Both upper case and lower case letters are placed on front.

**Activity** -- Several houses are placed on the chalkboard for small group work or on the bulletin board for a learning center. The child takes a group of picture cards and sorts by initial letter. If used as a small group activity, the child comes up and knocks on the correct house and says, "May I come in?" "What is your word?" "My word is \_\_\_\_." If correct response is made, the picture goes in the house.

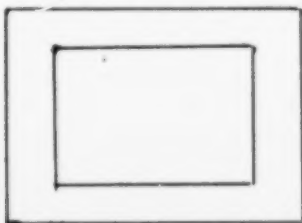
## 6. LETTER SOUND REVIEW

Four-inch by four-inch oaktag cards. Mount small magazine pictures which represent letter sounds being learned. Child sorts and puts in to matching pocket.

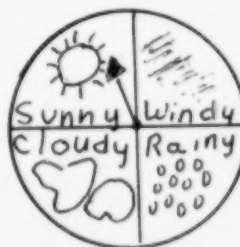
## 7. LETTER SOUND REVIEW

Mount small pictures to represent sound being reinforced on twelve-inch by eighteen-inch oaktag or heavy cardboard. Using a plastic ring or colored oaktag circle, the child circles the pictures starting with the correct sound. Evaluate.

## 8. WEATHER STATION – Small Group



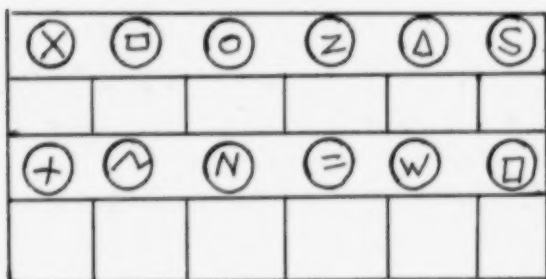
Mock cardboard  
TV screen or use  
Foldaway store  
screen.



Illustrate each  
section with a  
type of weather.

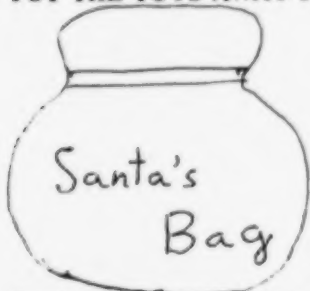
Each child takes a turn spinning the spinner. He puts on a straw hat or other facsimile and stands behind the screen. He tells the others about the weather and any precautions which might apply to the type of weather the spinner landed on.

## 9. MATCHING



Put a symbol in each circle on a twelve-inch by eighteen-inch oaktag. Put matching symbols on cards. The child matches card symbol to symbol on chart. Laminate. Hand-eye coordination.

## 10. PUT THE TOYS AWAY FOR SANTA



Small pictures are taken from Santa's Bag and put on paper clips. Letter and sound recognition-visual discrimination. Change for seasons.

# 11. ALPHABET AUDITORY RHYTHM

The letters of the alphabet can be put into a choral rhythm. It could be put on the board or a chart. For additional reinforcement have children echo the pattern after you.

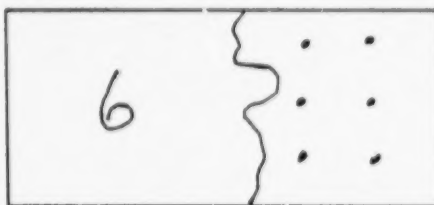
Code: Large letter says name and is accented.  
Small letter says sound.

Make up your own variations and patterns.

CcCc CcccC  
Ooo Ooo Oooo O  
GgGg Gg GgggG  
Aaa Aaa Aa Aa A  
Dddd Dd Dd Ddd D  
Cc Ooo Aa Ggg DdD

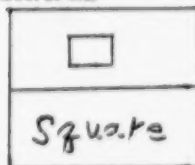
Keep the sounds pure! Avoid adding the uh-h to each letter sound.

# 12. OAKTAG DOMINOES PUZZLES



Laminate for durability. Do not make cut too complicated or the cards will tear.

# 13. SHAPES



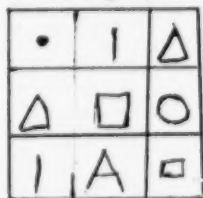
Make oaktag (nine-inch by twelve-inch) pockets for each of the shapes. Print shape name on pocket. Make an assortment of matching shapes using a variety of colors and sizes. Child sorts by shape.

# 14. SHAPE RECOGNITION

Draw a variety of shapes in various sizes on a nine-inch by twelve-inch card or sheet (could be a ditto). Make matching shapes from colored construction paper. Put these shapes in an envelope. The child sorts the shapes according to size and form. Easy to evaluate and see whether child knows shapes and names.

# 15. GEOLOT-SHAPE-SYMBOL BINGO (Visual Discrimination - Matching)

Make enough cards for five or six children (nine-inch by nine-inch).



Color each symbol. Make 30 small cards (two-inch by three-inch) which represent all the shapes and colors you have used.

**Activity --** Children sit at table with card and nine discs or beans in front of the. The pack of 30 cards is placed face down in center of table. Each child takes a turn drawing a card and turning it up for all to see. Each child checks his own card. If he has the matching symbol or shape he places a bean on the space. The first one to fill his card wins.

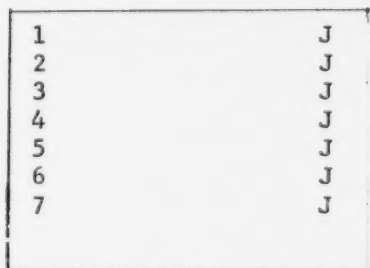
#### 16. PATTERN PEGBOARD

Laminate oaktag replicas of the following pattern. You may use crayon or felt pen and make your models before laminating. They would be permanent. The child is given a matching pattern card. He selects the correct crayon and duplicates the model. See page 88, *Improving Motor-Perceptual Skills*, for additional suggestions. It is suggested you identify the top of each card by a yarn bow or the word TOP. Less confusing to the child if some mark is used. The pattern for you to use is on page 7.

#### 17. PLAYING STORE

Send home a note asking parents to open all canned goods from the bottom and send any other empty unbreakable items (cartons) that might be found in a grocery store. Write numerals from one to ten on colored circles of paper and attach them as price tags. Coffee cans may serve as the bank and store cash register. Children pay for each item with chips they get from the "bank." Two children are appointed storekeepers each day. Those who can count help those who can't. It is a good way to teach counting and one to one relationship. Additional learning occurs because some children discover familiar letters in the labels and will have sight recognition of the more frequent labels.

#### 18. MATCHING--One Activity For A Math Center.



or



Make small cards with sets drawn in felt pen. Hole punch at top. Child sorts and places on matching hook.

Make small cards with sets and place one per hook. The child places the yarn on the matching set.

#### 19. MATCHING

Use seasonal figure such as santa, reindeer head, snowman, heart, kite, etc. Place a hook at an appropriate location. Make cards with numerals and hang on hook. Make sets of shapes or objects. Place a hook under each one. The child places the numeral on the matching set. This can later include number names.



## **20. FLANNEL BOARD MATH**

- a. Place felt numerals on flannel board. Let child select his own felt figures to make matching sets. The reverse of this would also work.
- b. Put felt letter names of numbers on flannel board. A child selects sets of felt figures and numeral to match.

## **21. WHAT FLOATS**

Collect a group of small objects which will sink or float in water. Discuss the objects individually and let children tell you whether *or not* the object will float or sink and why. Then try it out. Discuss the properties that make something float or sink. Generalize.

## **22. WHAT ROLLS, BOUNCES, OR TUMBLES**

Collect a group of objects that do the above actions. Discuss each item and let children decide what it will do. Try it out. Generalize what properties an item must have to roll, bounce, or tumble.

## **23. HEAVY OR LIGHT**

Similar to above.

## **24. TEXTURES**

Similar to above.

## **25. WRITING**

Put Model of Handwriting in plastic sheet. Child traces over your writing. Leave space for child to practice. Use Lippincott paper. X starting point of the first few letters.

## **26. VISUAL IMAGERY—Missing Object**

Place a group of objects on table before small group. Discuss them. Have children name them. Ask children to take a good look and then close eyes. Remove one object. See who knows what's missing.

## **27. RHYMING PICTURE/WORDS**

Give the child a group of cards. Let him pin the rhyming cards together on a piece of clothesline. Evaluate.

## **28. LISTENING CENTER—Following Directions**

Put simple story on tape. Children listen then respond to your questions about story by circling correct picture on response sheet. Finish lesson by having child draw his own version of one of the characters or actions in story.

## BEGINNING TO READ, WRITE, AND LISTEN

Excerpts from Pleasant Rowland's talk, October 25, 1972.

### BACKGROUND

As a first grade and kindergarten teacher Pleasant Rowland became frustrated with trying to pull out parts of various published materials in order to provide a program for her children which she felt adequate. She wanted a total language arts program which incorporated other curriculum areas and used the alphabet as the backbone. She feels we underestimate children's abilities and do not take advantage of the knowledge which they have gained from exposure to the media.

### BEGINNING

The program is multi-curricular, multi-sensory, and uses various modalities. It is not known what method will lock the sound symbol relationship in each child's brain. This program offers opportunity to discover one's mode of learning. The alphabet is the *spine* of the program. Resource material is built-in for the author realizes how difficult it is to always have the "right" material available at the "right" time.

Twenty-six of the forty-four speech sounds are taught. The hard sounds of C and G are used. As each sound is taught it is carried forward and not dropped. The program teaches self-reliance and confidence. The child will never meet a word with a letter that he hasn't learned the sound first. The upper and lower case letters are introduced together. Three hundred fifty words are introduced. Five memory words (not sight) are learned. They are: I, a, the, said, no. Letterbook J introduces homographs and more discriminate sound distinctions are made.

The first six letters were chosen because of their consistent counter-clockwise axial rotation. Capital A is the exception. C is learned first because of the many picture words which represent the hard C sound. Since the child only hears *circle* and *circus* these shouldn't be written on the board as C words. When the manual indicates it is time to feel a sandpaper letter, it should be done with the child using the fingers of his *dominant* hand to trace the letter in the correct formation, saying the letter as felt (tactile-verbal).

One suggestion for the *closet* page in C letterbook is to put a C on the board each time an article is named. Children should soon make the generalization that every word begins with C.

The blending supplement in the teacher guides for letter books 4-13 is **IMPORTANT**. **BLENDING** is the heart of learning to read along with writing. Extra time should be provided for blending activities and they should continue throughout the rest of the program.

### GROUPING

It is suggested that children should do the first six letter books together. Where children are divided into morning and afternoon sessions by age, the older groups would move faster than the younger group. The groupings could be even more refined, where there are two teachers, by blocking out a time for Beginning and the children be divided into faster and slower children, particularly in the morning.

## **LEARNING CENTERS**

It is possible to work with even smaller groups within a class by utilizing the tapes as a center, independent activities for one group, and a letterbook lesson for another.

## **TIME ALLOTMENT**

Letterbook C could take approximately two to three weeks. Thereafter the number of pages done per day should reach the point where a letterbook is being completed in a week's time with 40 to 45 minutes being spent per day. In addition, a minimum of five minutes per day should be spent in practicing handwriting, using chalkboards, newsprint, slates, and the Start To Write paper.

## **ALPHABET CARDS**

Alphabet cards should be put up as each letter is introduced. It becomes an interesting game for the children to spot the "new" letter being introduced when it is put up on new letterbook day.

## **HANDWRITING**

Writing is the kinesthetic reinforcement of reading. It helps the child understand how the printed word happens. He isn't working toward mastery at this point. The letterbooks do not provide enough practice so additional opportunities should be provided.

The "signal light" is used to indicate visual position not stop and go. The colored lines aid visual perception.

Making as many strokes continuous as possible prevents reversals and offers kinesthetic muscular reinforcement. The letters b and d now take on two different muscular motions than when the ball and stick method is used.

The teacher's body should be in the same position or facing the same direction as the child's when teaching writing. Arrange children so they are not facing each other, or have their backs to you if you are at the chalkboard. Children with spatial relations problems and left-handedness would benefit from this re-arrangement.

Spend the time it takes to help the three or four who are having difficulty making the formations. Pull them out as a group and give them extra instruction.

## **LATE ENTRY**

Check each child to see if any of the previously taught letters are recognized and can be written. Using your aide or parent volunteer take the child back through the books in sequential order.

## MATERIALS FOR TEACHING READING SKILLS

### GOAL

To prepare materials which may be used by both aides and teachers to teach designated reading skills to kindergarten children as per objectives in the cognitive domain (aide handbook).

### PROCEDURE

Collect pictures from magazines and other sources, classify them by skills, mount them attractively on nine-inch by twelve-inch folders, and then prepare a lesson to go with each folder.

### OBJECTIVES

1. To teach likeness and difference, through shapes, color, size, material, usage, sex, or age.

*Examples:* cars, houses, people, food, clocks, animals, water sports, trees, etc.

2. To teach relationships, degrees of
  - a. Few, many
  - b. Old, older, oldest
  - c. New, old
  - d. Young, younger, youngest
  - e. Big, bigger, biggest
  - f. Small, smaller, smallest
3. To teach sequencing of events by pictures.
4. To teach selection of appropriate words to describe an action picture.
5. To teach children how to look at a picture and determine main idea and/or characters.
6. To teach children how to tell what could be happening in a picture.
7. To acquaint children with the various occupations and their contribution to the community. (Oral language and social studies.)

## BULLETIN BOARDS

Kindergarten Aide Workshop, February 28, 1973

*When preparing a bulletin, you should ask yourself these basic questions:*

- Will it convey information to fill a specific need?
- Will it attract attention, hold interest, and have eye appeal?
- Do the colors harmonize?
- Is there contrast?
- Will there be a dominant point of interest?
- Is there a catchy caption?
- Will the captions be large enough to read at a distance?

*Suggestions for materials:*

- Shadow letters using two colors
- Free form or shapes
- Connectors
- Burlap
- Corrugated paper
- Mount pictures on colored paper
- 3-D objects
- Pipe cleaners
- Colored yarn—ric-rac
- News print
- Material
- Natural objects—leaves, shells, pods, etc.
- Tissue rolls
- Small food cartons
- Paper Art

1. Tearing
2. Folding
3. Rolling
4. Fringing
5. Curling
6. Bending
7. Scoring
8. Slashing

## DEMONSTRATION OF MUSIC ACTIVITIES FOR KINDERGARTEN AIDES

The children of the morning session of the Catalina kindergarten have been chosen and grouped at random into groups of approximately fifteen.

### GROUP ONE

#### OBJECTIVES:

1. To develop an inner feeling for the beat.

#### ACTIVITIES:

1. "Pass it On"
2. Put beat in various parts of the body.
3. Step the beat while reciting nursery rhymes: Hickory Dickory . . . Peas Porridge Hot . . .
4. Feel the accent by "stepping" on the bear: The Bear Went Over the Mt.
5. Designate beats to Yankee Doodle from the chalk board.

#### OBJECTIVES:

2. To develop memory for rhythm patterns and the ability to discriminate between given rhythm patterns.

#### ACTIVITIES:

1. Echo tap familiar rhythm patterns on tone blocks or sticks, i.e.:

||| 5, ||||, ||||, || 5 ||

### GROUP TWO

#### OBJECTIVES:

1. To sing with clarity of tone in a light head voice and to teach pitch discrimination.

#### ACTIVITIES:

1. Song: "Hoo Hoo" p. 25 in Kindergarten Music Text (Making Music Your Own, Silver Burdett)

The "echo" uses the sounds "sol-mi" which is an elemental sound for children in any culture. It is excellent for early tone matching attempts and as a first step in developing tonal memory.

**OBJECTIVES:**

1. To speak rhythmically and expressively.
2. To use simple rhythm instruments with discrimination and a good sense of the beat.

**ACTIVITIES:**

1. "I Like Bugs" (see attached sheet)

**GROUP THREE**

**OBJECTIVES:**

1. To gain awareness of the body and its possibilities for moving through space.

**ACTIVITIES:**

1. "Riddle Ree" (see attached sheet)
2. "When You Hear the Bell"



## PARACHUTE PERFORMANCE OBJECTIVES AND PROGRESSION

1. Fast release of energy in a short period of time.
2. Requires teamwork through everyone's participation in the progression.
3. Excellent motivation -- reward reinforcement (operant conditioning), task-oriented rewards.
4. Creates high level of interest.
5. Does group balances together by hanging on with hands to the top of the parachute and standing on one leg, etc.
6. Provides opportunity to play low-organized games under parachute-like tag, two deep and dodge ball and number exchange.
7. Develops a better body concept by seeing how much air one can get under the parachute before bringing down to toes.
8. Provides opportunities for developing directionality by running the parachute forward and then laterally.
9. Provides opportunities to pinpoint the center of gravity by walking on the parachute while others make waves.
10. Provides exercises for the arm and shoulders.
11. Improves coordination between arms and legs.
12. Provides better peer relationship for the autistic child.
13. Helps give a hyperactive child a release of energy, while keeping his basic body movement within set limits.
14. Teaches fuller use of the body and better understanding of it.
15. Improve spacial relationships by playing games between two persons.
16. Increases attention and concentration span.
17. Provides opportunity for self-discovery and self-activity.
18. Provides better awareness of lower and upper extremities.
19. Provides physical control of emotional patterns.
20. Physical exercises release tension.

21. Provides fun, enjoyment, and pleasure.
22. The children learn how to "put on the brakes" when the whistle is blown for a change in the progression.

### SAFETY FEATURES

1. Make sure the children are adequately spaced around the parachute -- one space per child for kindergarten class.
2. Emphasize the necessity of staying on their feet -- when running the parachute forward and backward, also necessary in all parachute activities.
3. Emphasize the point of not throwing rocks, coins, etc., on the parachute when doing activities.
4. When crawling on the parachute, keep mouth closed, head-up.
5. Do all activities on a grass area, if possible.
6. Warn the children about crawling under the parachute, also about pushing when running the parachute in a circle.
7. Only knife or a very sharp rock can cut the parachute.
8. Teacher should use a whistle to start and stop the various steps in the progressions.
9. Best type of balls to use on the parachute are the soft rubber voit ball.

### CLASSROOM PREPARATION

1. Explain what parachute play is to the children -- material is nylon and dacron making up the parachute, 28 feet in diameter, is a real parachute, and costs about \$31 new.
2. Bi-color parachute -- orange and white seems to have a more motivating effect than the all white.
3. Warm-up preparation before doing the activity: (Arms and shoulders, abdominal, back, legs and pelvic girdle.)
  - a. Rotate arms sideways and then move up and down.
  - b. Trunk bending -- sideways and forwards and backwards.
  - c. Bend and reach.
  - d. Short back arch in lying position.
  - e. Back arch support of reaways.
  - f. Crab walk
4. Review progression sheet before classtime.

5. Supplemental Reading:

- a. *Parachute Play*— by  
Bette Collins Henrie  
Keystone Publishing Co.  
Berwick, Pennsylvania
- b. *Movement Exploration*—  
by Hackett and Jensen  
Peek Publications  
4067 Transport Street  
Palo Alto, CA 94303
- c. *Motoric and Perceptual Training*—  
by Newell Kephart  
State Department of Public Instruction  
Curriculum Bulletin 4a  
Madison, Wisconsin

6. Have children draw pictures of parachute play after completion of the activity.

**DEMONSTRATION**

1. Have class stand around parachute and pull as tight as possible -- two hands.
2. Have class stand around parachute and pull parachute as tight as possible by holding parachute from the back -- two hands pulling outward.
3. Make waves with parachute. Have class face in and throw balls on chute and make waves with these balls on chute. (Use two balls about six inches in diameter.)
4. Make waves with parachute using one large ball, 18 inches in diameter.
5. Have class stand around parachute and hold with two hands. Run from right to left like a merry-go-round (circle). Warn the children about falling.
6. Have class stand around parachute. Hold chute with one hand, have class run in a circle in the opposite direction of Number 5.
7. Have class stand around parachute. Hold chute in both hands, running in a circle with one or two balls on top of chute.
8. Have class stand around chute, have four children walk in the center of chute and have the class make light waves.
9. Have class stand around chute with the lightest child lying down in the center of the chute and pick him up, running around in a circle with him. (Teacher's assistance is needed.)

10. Have class run 30 yards downfield with chute -- front of chute. Children should be facing in the direction they are running holding on to the chute from the back. The children holding on the side should hold on with one hand.
11. Have class stand around chute. Put the chute up over their heads to see how much air they can get under it and bring it down to their toes.
12. Have the children do the following balance stands holding on to chute over their heads:
  - a. Hold on with two hands and foot to the side.
  - b. Hold on with two hands and foot backward.
13. Tunnel -- Hold chute overhead with two hands. Call two names. Have the children run under chute and change places. (Teacher should hold up the middle of the chute.) Besides number exchange, three deep, dodge ball -- one hand, chain dodge ball, and tag -- "freeze."
14. Have class bring chute over heads and bring down quickly to the ground. Then have the class crawl in towards the center to flatten the chute.

#### SAFETY FEATURES

- a. Do not crawl under the chute -- crawl on all fours on top of chute.
  - b. Keep mouth closed. Be careful not to fall on someone or bump heads.
  - c. Do not run into the middle of the chute.
  - d. Teacher should blow whistle at the first sign of collision, etc.
15. Lay parachute down on ground. Do a two hop towards the center of the chute. (Girls go in first on orange, boys in the white.)
  16. Lay parachute down on ground. Do a one foot hop towards the center of the chute.

Progression developed by:

Tom A. Edson, Coordinator  
Counseling, Guidance, and Physical Education  
Riverside County Superintendent of Schools  
4015 Lemon Street  
Riverside, CA 92502





VII

EVALUATION OF THE AIDE TRAINING PROJECT

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## EVALUATION OF THE AIDE TRAINING PROJECT

The Alhambra/Arizona EPDA Training Project for Kindergarten Aides was evaluated primarily in a subjective manner through continuous communication with the kindergarten teachers. Periodic visitations by either the district kindergarten consultant or the administrative assistant who served as project director were conducted to observe the overall program and to note if tasks for which the aides had received training were being included. Judgments on aides competencies were noted and discussed with both the aides and the teachers.

Written evaluations by the teachers to the project director, copies of which were submitted to the SDE EPDA consultant, included anecdotal reports and an Instructional Aide Evaluation Form which had been used in the Fremont, California ESEA Title I program and which was reported in the NSPRA publication, *Paraprofessionals in Schools, How New Careerists Bolster Education* 1972. We had earlier tried some of the forms developed by the Tempe Elementary School District in 1968-69 as a part of the School Aide project under Title I.

We submitted an Evaluation of Teacher Aides form which was used in a New York City project and requested that our teachers study it and modify the questions for our use. We are including their suggestions in this chapter. The particular study referred to is the 1970-71 Group C Kindergarten Education Program, New York City Board of Education. Districts 4, 5, 9, 27 ESEA Title I which is available in the ERIC collection.

During the final part of April and in the month of May, the project director spent a full kindergarten session (two and one-half hours) in all 11 schools and with all the aides to note their overall capabilities. At the time of each session, the regular kindergarten teacher was released to visit other kindergarten classes in the district. In the opinion of the director, the manner in which the aides performed their duties in all areas was most gratifying and was considered as evidence of appropriate performance in all areas.

We considered the project as developmental in nature and were interested in gaining information from the aides as they gained additional experiences in the classroom and put the training into actual practice. We used a "Questions for Aides" which was also a product of the New York City Group C program. The answers to these questions are included in this report.

Finally, we feel that the success of the children in the Alhambra District kindergarten classes has been greatly influenced by the presence of well-trained supportive kindergarten aides who have contributed to the effectiveness of the teachers by allowing them the time and conditions to work with individual children.



One of the training sessions for the aides was directed by the kindergarten teacher(s) with whom they worked. It was an explanation of the Metropolitan Readiness Test--Form A and a directed manner in which they would work with the teacher during the actual administration of the test which took place from April 30 to May 4, 1973.

Seven hundred and twenty-seven (727) children were tested in the 11 schools in the district during that time. According to the rating scale for the total scores as listed by the developers of the MRT, 36.5% of our children scored an A; 33.5% a B; 24.6% a C; and 05.4% a D. There were no E's from any of the children tested. Naturally there was a spread in each category at the individual schools but this was well within expectations and consistent. A comparison with test results of previous years with students who took the MRT upon entering the first grade indicated a considerable gain and suggested high hopes for the success of our children who had had this experience in our first year for district kindergartens.

We are cognizant of the lack of a research design and instruments which would have permitted pre and post testing with experimental and control groups. However, we continue to feel that the opinions expressed by the teachers and administrators and the evidence of so many learning centers which functioned so well to provide an environment for individual needs and differences were made possible to a great degree by the presence of trained aides.

Through the use of a Kindergarten Aide Self-Rating Form which had been used in the Wilmington, Delaware Schools, we feel that our aides maintained a clear concept of the important areas and tasks for which they must answer themselves if they were or were not competent.



### EVALUATION OF TEACHER AIDES

A. If you were to grade the overall performance of the aide in your classroom, what grade would you give? Check one:

1. ☐ A-excellent;
2. ☐ B-good;
3. ☐ C-fair;
4. ☐ D-poor;
5. ☐ F-very poor; or
6. ☐ K-cannot evaluate.

B. What help has the aide been to you and the children? Place a check beside all that apply and add any that you feel apply to your situation:

1. ☐ has allowed me to spend more time teaching;
2. ☐ has given me the free time I need for myself;
3. ☐ has freed me from routine chores;
4. ☐ has provided the children with an additional person who can look after their needs;
5. ☐ has improved the emotional and learning climate of the classroom; and
6. ☐ has not been helpful at all.

C. Please evaluate the performance of your aide in each of the following areas by placing an A, B, C, D, or F beside it. Put an XX beside an area where you are unable to make an evaluation:

1. ☐ keeping records;
2. ☐ picking up after children;
3. ☐ supervising playground or cafeteria;
4. ☐ being responsive to the children's needs; and
5. ☐ fitting into the general classroom situation.

D. Do you think that the aide was properly trained for the job? Check one:

1. ☐ yes;
2. ☐ no; or
3. ☐ other.

If no, please state what you feel was lacking in her training and how it can be improved.

E. What has been the most important help that the educational aide has given to you (check only one). Add the item if it is not included in the following:

1. ☐ has improved the emotional and learning climate of the classroom;
2. ☐ has provided the children with an additional person who can look after their needs;
3. ☐ has freed me from routine chores;
4. ☐ has given me the free time I need for myself;
5. ☐ has allowed me to spend more time teaching; or
6. ☐ has not been helpful at all.

F. How would you grade the aide in the following characteristics? Place an A, B, C, D, F, or X beside each category:

1. ☐ warmth;
2. ☐ alertness;
3. ☐ intelligence;
4. ☐ obedience;
5. ☐ cooperativeness;
6. ☐ grammar;
7. ☐ simple arithmetic;
8. ☐ ingenuity; and
9. ☐ grooming.

G. How long did it take you to feel comfortable with the aide? Check one:

1. ☐ a few days;
2. ☐ right away;
3. ☐ a week;
4. ☐ not yet; or
5. ☐ other.

H. What are some of the activities in your classroom designed to increase the self worth of the children?

I. What are some of the activities in your classroom which provide learning – discovery – inquiry opportunities for children?

## EVALUATION OF TEACHER AIDES -

### Modification of Questions by Alhambra Kindergarten Teachers

- A. If you were to grade the overall performance of the aide in your classroom, what grade would you give? Check one:

1. ☐ A-excellent;
2. ☐ B-good;
3. ☐ C-fair;
4. ☐ D-poor;
5. ☐ F-very poor; or
6. ☐ K-cannot evaluate.

☐ Just a space where we could fill in our own words.

- B. What help has the aide been to you and the children? Place a check beside all that apply and add any that you feel apply to your situation:

1. ☐ for giving extra help to those who need it;
2. ☐ for preparation;
3. ☐ and gives me more time for preparation and planning;
4. ☐ to work more with children and in preparation time; and/or
5. ☐ one teacher said to delete.

Add: ☐ Has provided a different adult personality for interaction with the children.

☐ Has provided the children an opportunity to observe adults as they are a team.

☐ Has prepared and presented specific lessons (indoors or outdoors).

☐ Has provided the children with help in completing work missed due to absence.

- C. Please evaluate the performance of your aide in each of the following areas by placing an A, B, C, D, or F beside it. Put an XX beside an area where you are unable to make an evaluation:

1. ☐ picking up after children should be deleted—use: helping children accept their responsibility for room maintenance; and
2. ☐ supervising playground or cafeteria does not apply.

- Add:* ☐ Maintaining order.  
☐ Appraising and fitting into each classroom situation.  
☐ Managing AV materials.  
☐ Making class materials.  
☐ Preparation of bulletin boards.  
☐ Reinforcing instructional experiences.  
☐ Takes initiative to do more than asked.  
☐ Warmth, compassion, understanding.  
☐ Rapport with children, rapport with teachers.  
☐ Independence (capable of carrying out ideas on their own).  
☐ Discipline awareness -- how to recognize a real problem from everyday child errors.  
☐ Diagnose and treatment (not punishment).

*Comments:* Fairly good tool for teacher to use in conjunction with a verbal evaluation.

Teacher should be evaluator. Should consult with other professionals when needed.

**D. Do you think that the aide was properly trained for the job? Check one:**

1. ☐ yes;
2. ☐ no; or
3. ☐ other.

If no, please state what you feel was lacking in her training and how it can be improved.

☐ Need a question checking the satisfaction of choosing the aide.

**E. What has been the most important help that the educational aide has given to you (check only one). Add the item if it is not included in the following:**

1. ☐ one item is not more important than another; or
2. ☐ change wording to read "most important items."

*Add:* ☐ Has made small grouping more valuable.  
☐ Has been a "brainstorming" partner.

F. How would you grade the aide in the following characteristics? Place an A, B, C, D, F, or X beside each category:

1. ☐ cross out "obedience;"
2. ☐ cross out "grammar;" and
3. ☐ cross out "simple arithmetic."

Add: ☐ Initiative.  
☐ Flexibility.  
☐ Faculty compatibility.  
☐ Punctuality.  
☐ Attendance.  
☐ Following directions.

G. How long did it take you to feel comfortable with the aide?

☐ Change to "Are you comfortable with the aide or not?"

### QUESTIONS FOR AIDES

1. What tasks do you enjoy most?
2. What tasks do you think are most important to the teacher?
3. Describe your involvement with parents.
4. What is the one area (if any) that has given you the most difficulty?
5. What is the one area (if any) that has given you the most satisfaction?
6. What is the most difficult problem you faced as an aide?
7. How did you handle the problem?
8. What are some of the activities in your classroom designed to increase the self worth of the children?
9. What are some of the activities in your classroom which promote learning – discovery – inquiry opportunities for the children?
10. Do you have a role in planning classroom activities? Explain.
11. For how much time a week are you involved in training?  
  
Do you feel it is satisfactory?  
  
If there was an opportunity for joint training with the teacher, what would be some important aspects to include in this type of training?
12. Describe any contacts you have had with other teachers, the school principal, school psychologist, or other district personnel.

*(From 1970-71 Group C Kindergarten Education Program,  
New York City Board of Education ESEA Title I report.)*

## QUESTIONS FOR AIDES

### 1. What tasks do you enjoy most?

- a. Leading the large group in discussion. Working with the children in centers. Telling a flannelgraph story or reading a story from a book.
- b. Tasks that I enjoy doing the most concerning aide activities are any situations, activities or tasks directly involved with the children, i.e.: reading, singing, helping them to learn.
- c. I am not evading the question but what I like most about the job is the *variety* of tasks I am asked to do. To be more specific though, I enjoy preparation of materials, also working with small groups of children. I enjoy Art activities with them and also having done clerical work in the past, I enjoy these duties also.
- d. I enjoy all the different tasks as I do as an aide and enjoy all of them equally.
- e. Anytime that I am working with children.
- f. Helping the slower children in letter books, the arts and crafts and the use of the autoharp.

### 2. What tasks do you think are most important to the teacher?

- a. Assisting in the centers. Helping to gather materials for the centers. Preparing for and teaching the slower reading group. Choosing and ordering all films, filmstrips, etc.
- b. Collecting money, keeping records, helping children that are "lagging" behind in classwork, discipline problems (dependent on teacher desires). In short, any tasks that the teacher feels could release them for giving full time and attention to the children.
- c. To be able to break the class up and help in such a way that you can get a better view of how everyone is doing.
- d. Having the clerical work done for her and having someone prepare materials for the centers.
- e. Being able to help all the children with the reading program and helping students who are new or were absent to catch up.
- f. The aide can be an extra pair of arms or eyes to point out a problem one of the children may be having.
- g. Helping slower children, helping in arts and crafts, helping in the psychomotor area.



3. Describe your involvement with parents.

- a. Have called several at home in regards to conference appointments, frequent absences of a child, and an accident in the room caused by the children not using the restroom in time.
- b. Consists of phone calls for prolonged absences, concern for ill children, or accidents (wet pants).
- c. Responded to parents who asked about their child and referred them to teacher for information.
- d. None outside of everyday pleasantries.
- e. Just saying "hello."
- f. Occasionally when a parent is picking up a child at school or when the teacher has asked me to speak to a parent because the teacher was not able to.
- g. Very limited.

4. What is the one area (if any) that has given you the most difficulty?

- a. Knowing how much authority to take with the children, especially during the first few weeks of school.
- b. Art work, I feel that I can do this but it does not usually turn out as well as I had hoped.
- c. Presentation of materials. I do not make myself clear enough for them to understand. Probably not as thorough as I would like.
- d. Difficulty of working with two teachers as I feel that I am unable to work up to my potential. Switching gears from one classroom to the other sometimes presents a problem.
- e. Staying ahead of them as they switch from one task to another and keeping their attention -- although it is better now than in September. Also, discipline has been a bit of an uncertain area, what to do, when, etc.

5. What is the one area (if any) that has given you the most satisfaction?

- a. Working with the children who are having difficulty in the Beginning program. It is so exciting when the progress can be seen with these children.
- b. Working with a child in a given area or situation and suddenly he feels comfortable in the knowledge and security of mastering it or even attempting to try it. Also, having a child who has been difficult in discipline and leaves mad at you, return the next day and all is forgiven -- he is still your friend.

- c. When a child you are working with finally knows what you are trying to tell and show him.
  - d. To see a child succeed, i.e.: jumping rope. Several children had difficulty when the rope turned overhead, after numerous attempts and after much instruction, they succeeded. The pleasure is in their delight.
  - e. Working with children, really everything.
  - f. Observing the growth and achievement of a slower child during the year.
6. What is the most difficult problem you faced as an aide?
- a. Knowing how much authority to take with the children.
  - b. Communicating to teachers. Insufficient time is the problem
  - c. Working with two teachers.
  - d. When to step in and help, I didn't want the teacher to resent my being there. What did she expect of me and how much without her feeling I was interfering.
  - e. Not being able to sing.
  - f. Trying to understand some parents and their attitude towards school and their child.
  - g. Learning to overcome a feeling of inadequacy and learning each child's capabilities and speed on a given task plus just what kind of correction will work for each child when it seemed necessary.
7. How did you handle the problem?
- a. Took cues from the teacher. Discussed it with her.
  - b. Took extra time and talked to each teacher about the situation. Mainly the problem was the difference in the individuals methods and techniques of teaching and discipline. It is difficult for the aide not to interfere and to keep her mouth shut in some situations.
  - c. I did the best I could.
  - d. Through communication. The teacher is a very considerate and gracious person, pleasant and thoughtful and therefore easy to work with. However, I asked her to please let me know whenever she felt I should be doing something differently.
  - e. I try to make this up in other areas.
  - f. Taking extra time to communicate with the child so that I might be better able to help them.

- g. Asked questions by the million of the teacher and tried to get to know each child as well as I could.
8. What are some of the activities in your classroom designed to increase the self worth of the children?
- a. Everything -- as they feel success. The scrapbooks they are working on in particular. They brought in pictures of themselves as babies. They dictated a sentence to describe an event which transpired at some earlier date.
  - b. Learning centers and games help increase the child's self worth. Other ideas: passing out snacks (Busy Bee helpers), leading songs, rewards for some difficult exercises.
  - c. A unit on "Myself." Leaders and helpers chart. Show and Tell.
  - d. Working independently in centers gives them great satisfaction and enjoyment.
  - e. Taking time to share events or objects that a child brings to school.
  - f. The pocket games, math concepts, chalkboard exercises, letter books, sharing of ideas, possessions in the circle, art work.
9. What are some of the activities in your classroom which promote learning -- discovery -- inquiry opportunities for the children?
- a. The regular and math learning centers.
  - b. Learning centers also fall into this area. Plus the fact that children are not afraid and are willing to tell the teacher or aide if problems arise.
  - c. Dominoes, blocks, color charts.
  - d. Learning centers.
  - e. Role playing, the things they bring in to talk about, the free choice period.
10. Do you have a role in planning classroom activities?
- a. Yes. Especially psychomotor and music and rhythm activities. I also make suggestions in other areas.
  - b. No. I do not plan classroom activities. I am told at the start of each day what is on the agenda and work according to teacher direction.
  - c. The teacher explains what type of materials she wants for the centers and then I design the material. Sometimes ideas are tossed back and forth and develop as we go along. I plan the Art center projects.

- d. Yes, when we have psychomotor activities. I help plan centers such as painting.
- e. When I am to work with the children in reading or psychomotor, the teacher tells me the objectives and I go from there.
- f. Help in planning psychomotor activities, the discussions in circles, the slower group in letter books, in painting, coloring, clay work, etc.

11. For how much time a week are you involved in training?

Do you feel it is satisfactory?

If there was an opportunity for joint training with the teacher, what would be some important aspects to include in this type of training?

- a. Wednesday training sessions, also in the classroom as I am assigned to tasks for which I am unfamiliar and receive instructions from the cooperating teacher.

Yes.

Areas such as those discussed in Gordon's book, "How to Communicate with the Child."

- b. Aside from the regular training sessions on Wednesday, we spend at least one-half to three-quarters of an hour two or three times a week with the teachers discussing problems, children, techniques, etc.

Yes. I believe the time is satisfactory or at least has been so far, although the teachers may feel more could and should be covered, again time limits us.

Perhaps an important aspect to include in joint training with teachers and aides would be working together to avoid personality clashes. Another important aspect to include would be getting across to both teacher and aide that the teacher has an aide in the classroom to help in any area with the children under their direction.

- c. Five hours.

Sometimes.

- d. I feel the training on Wednesday plus the extra time per week is ample. Perhaps two or three joint training sessions with the teachers would be helpful.

- e. I feel that the entire day is actually a training period. The reality of being in a working classroom is probably the best training there is as some situations new and different is always coming along.

The precious time I have with the teacher probably adds up to around two hours a week.

The subjects of just how a particular situation be approached, the manner in which the teacher leads the class, just how far the children are allowed to go behavior-wise, and how the teacher expects the aide to do certain tasks.

### KINDERGARTEN AIDE SELF-RATING FORM

1. Do I plan for the activity that I have been assigned?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting children into groups?
4. Do I find opportunities for giving children choices, or do I tell them what to do?
5. Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
6. Do I really listen to what children say?
7. Do I accept criticisms and suggestions without becoming upset?
8. Do I follow directions of the classroom teacher?
9. Do I try to develop a friendly attitude with all of my co-workers?
10. Do I give too much help to children rather than allowing them to think?
11. Do I refrain from interfering between another teacher and pupil unless called on for assistance?
12. Do I avoid criticism of the children, the teacher and the school?

*(These items were taken from those used  
in the Wilmington, Delaware schools.)*



VIII

RECOMMENDATIONS AND CONCLUSIONS OF THE PROJECT



## RECOMMENDATIONS AND CONCLUSIONS OF THE PROJECT

An attempt was made throughout the project to encourage an open view by all concerned in order to look for the strengths and weaknesses of the aide training program. It was generally felt early in the program that the absence of the teachers, except for those who attended on a voluntary basis, during the first two weeks of the preservice program was a factor which was limiting to the early understanding of training efforts. The failure to provide time for the indoctrination or information of the school administrators specifically about the goals of early childhood and kindergarten education was also determined by many as a weakness.

When attention was given to the working relationship between teacher and aide and the apparent degree of effectiveness noted in some situations and to a lesser extent in others, we are now convinced that more time and ways of dealing with the teacher's "managerial" role needed to be included. The added responsibility and task of planning for the utilization of a resource person, either a paraprofessional or a volunteer aide, does not necessarily come naturally and requires some concept of "delegation" of authority.

We think that despite the fact that teachers had had workshop experience in writing performance (or behavioral) objectives, there needs to be additional opportunity for relating them to goals and objectives of early childhood and considerable more search or development of criterion measurements. We found that bridging the gap between pure subjectivity and objectivity was not so easy.

Despite the continual addition of reports on aide training program, we feel the need to make more use of these than has been done in the past to avoid duplication. A review of the reports available through ERIC has been helpful to us in many ways.

During the year we provided several meetings for the purpose of looking at the program and making changes if such would improve the effectiveness of the aides in the classroom.

In January, teachers and aides met in an all day session. Some of the conclusions from that meeting are as follows:

Aides can prepare (or the teacher can) materials for learning centers.

Aides can look for certain types of materials when informed by the teacher of the kinds of skills desired.

Kindergarten teachers dealing with a morning and afternoon session have double the amount of record-keeping and the aides are invaluable in helping to maintain the records.

During the first few weeks of the new school year, the aide can attend to the needs of the children and begin to observe the different behavior patterns of the children as well as knowing how to help a child because the aide is able to do many of the tasks which must be done — it frees the teacher to be more responsive to the immediate needs of the children.



The aide enables the teacher to communicate more with the parents and with the principal. There is time to write short letters and notes to parents because the aide is supervising activities in the classroom. The teacher feels a greater sense of security in the classroom and many extras are provided for the children which would be impossible if the teacher were the only adult present.

The kindergarten aides with the amount of training are operating at a higher level than is normal for teacher aides.

Increased checking by teacher and aide helps to know more about each child.

The direction of learning centers can be enhanced – children who need some help are given it, objectives and materials may be evaluated through observation of the center activities.

Teachers have more time and increased physical-mental energy because of the aides' presence.

The large number of children who move into the district can be helped on an individual basis, particularly in the Beginning reading readiness program.

Kids come to school early – aides can help in providing activities.

It provides another adult who can share the "ups" and "downs" of the daily responsibilities.

In February, the aides were assigned one workshop period without the presence of the director or any consultant for the purpose of "brainstorming" the needs for training that they considered most essential and practical. The following ideas from that meeting were submitted in writing to the project director.

#### **I. Consultant led workshops:**

- A. In top priority is the need for reinforcement in Lippincott (Beginning).
  - 1. Methods to catch late-comers and bring them up in the program.
  - 2. Hints on working with slow-learning children.
- B. Next in priority is a request from all of us to have Sandy (district counselor) back to discuss:
  - 1. Discipline problems.
  - 2. Emotional problems.

#### **II. We would like to observe more in the Osborn, Madison, and Scottsdale districts.**

### **III. Aide directed workshops (Show and Tell):**

- A. Math center ideas.
- B. Arts and Crafts.
- C. Story telling and role playing.
- D. Flannel Board – making figures from pelfon.
- E. Rhythm session.
- F. General discussion groups.

There were many other things discussed in the meeting not necessarily pertaining to future training sessions, but we would like to include them in the report for the sake of better communications.

**I. At this time we do not feel that we are qualified to conduct meetings with parents.**

**II. We do not feel the need for a summer workshop this year.**

Finally during the meeting in May, we again asked for a review by the aides of the training program in order to make recommendations to the district for ongoing training of kindergarten aides and the extension of phases of the program for other district aides at varying levels.

The recommendations by the aides were as follows:

During the training of psychomotor domain skills, the progression should have been placed in more sequential order (aides felt too much covered at one time).

Much of the training for the use of the Library could be done in manual form.

Aides need a quickie First Aid course (either from school nurse or Red Cross).

There was increased need for more autoharp instruction as well as songs and rhythms.

Request for another workshop by Grace Nash because of the excellent job done in relating rhythm to motor skills.

Aides found the Art instruction very meaningful and well related to child development.

Audiovisual training good – materials need to be put in manual form for review.

Combine psychomotor training with music training.

Go through the Lippincott letterbooks – have same experiences as the children.

Stress tactile.

More inservice training in area of Mathematics.

In the affective area: Follow-up is important, how to deal with parents helpful, more stress on teacher classroom management strategies.

Include during the inservice phase:

More visitations inside and outside district.  
Use of checklist helpful.

Problem area for future discussion: How to deal with substitute teachers.

More administrator orientation to kindergarten program.

Recommendations for future training sessions:

I. Preservice — one or two weeks for both teacher and aides.

II. Inservice — every four or six weeks.

Management need: Aides need to know what is the philosophy of the teacher with whom they work.

Because of the important nature of the training completed in the affective domain, request was made to the counselor for consideration for continuing in that area. The list made was the counselor's impression of things that had appeared on the repeated request of aides and might indicate a need for them in the classroom.

How to use natural and logical consequences (Dreikurs).

Adult feelings toward individual children are not always positive.

Learning to set immediate goals (not long range) for the children and rewarding them when achieved.

Short attention span at this age.

Understanding of the importance of a child's position in the family and how it affects his behavior.

Specific problems and how to deal with them:

Swearing  
Untruthfulness  
Stealing  
Tattling

Selfishness (and the concept that what is everybody's is not anybody's)

Baby talk

Fighting

Temper tantrums

Pants wetting

Masturbating

Thumbsucking

Crying

The child who won't speak

Dealing with the over-protected and/or fearful child (and their parents).

Giving children realistic responsibilities.

APPENDICES

## APPENDIX A

### SUMMARY OF WHAT ALHAMBRA FIRST GRADE TEACHERS AND OTHERS THINK A KINDERGARTEN CHILD SHOULD BE ABLE TO DO AT THE END OF A YEAR.

#### PSYCHOMOTOR SKILLS

A student should:

1. Understand left to right sequence.
2. Develop left to right eye movement.
3. Paint.
4. Develop gross and fine muscle control.
5. Hold pencil and crayons effectively.
6. Cut with scissors.
7. Tie or buckle shoes.
8. Button and zipper clothes.
9. Write name.
10. Paste.
11. Take care of personal needs.
12. Have awareness of rhythm.
13. Be able to walk forward, backward, and turn around on a four inch balance beam.
14. Walk, march, and skip to music.
15. Draw shapes and simple pictures.
16. Run and skip.
17. Hop on left and then on right foot.
18. Jump rope.
19. Skip rope.
20. Bounce and catch a ball.
21. Walk a straight line.

22. Manipulate puzzles and blocks.
23. Show a definite hand preference.
24. Trace a large, bold line.
25. Jump with both feet off the ground.
26. Walk up and down steps without holding on.
27. Have hand-eye coordination.
28. Understand spatial relationships.
29. Have figure-ground perception.

#### SOCIAL SKILLS

A student should:

1. Follow simple directions.
2. Keep two or three directions in mind.
3. Identify self.
4. Sit down and listen for a reasonable length of time.
5. Take part in activities—group and individual.
6. Be polite to others.
7. Use self-control.
8. Be open and honest.
9. Be emotionally stable.
10. Tolerate frustration.
11. Have developed good housekeeping habits.
12. Take pride in ownership and maintenance of belongings.
13. Have developed a good attitude toward school.
14. Work independently without teacher's help.
15. Be aware of family relationship and self.
16. Know his way home.



17. Be able to take care of his own possessions.
18. Relate to peers.
19. Understand some health and safety rules.
20. Have been on field trips.

#### SCIENCE CONCEPTS

A student should:

1. Have experiences exploring his physical world through the use of his senses.
2. Have developed some basic concepts about change in living things.
3. Know something about his desert environment.

#### LANGUAGE SKILLS

A student should:

1. Have developed appropriate oral language.
2. Be able to build primary concepts.
3. Be familiar with the language experience approach to reading.
4. Have had lots of stories read to him and enjoy them.
5. Re-tell a story in sequence.
6. Identify major points in a story.
7. Dramatize a story—role play, puppetry.
8. Differentiate between truth and fancy in story telling.
9. Use vocabulary to express ideas.
10. Distinguish likenesses and difference—shapes, designs, etc.
11. Recognize first name in manuscript and identify letters therein.
12. Identify some letter symbols in alphabet, not necessarily in order.
13. Identify eight primary colors.
14. Distinguish capital letters from small letters (upper from lower case).
15. Recognize the sounds of some initial consonants.

16. Articulate all consonant sounds and consonant blends.
17. Hear rhyming words and identify them—also match two rhyming pictures.
18. Recognize words with like initial consonants.
19. Know and enjoy some poems, rhymes, and songs.
20. Know names for classroom furniture, physical environment, pets, toys, classmates and teacher's names.
21. Know address, age, birthday, parents' names, and number in family.
22. Have some idea that spoken words have written counterparts (phoneme-grapheme).
23. Be aware of signs and labels.
24. Predict the outcome of a story.
25. Classify items by size, shape, sound, materials, etc.

#### MATH SKILLS

A student should:

1. Recognize numerals 0-10
2. Write and count to 10 or 20.
3. Understand concrete and abstract numbers through 10.
4. Recognize geometric shapes and visual patterns.
5. Understand ordinals first through fifth.
6. Understand larger, smaller; more, less; longer, shorter; etc.
7. Understand one to one relationships.
8. Understand equivalent sets; non-equivalent sets; sub-sets.
9. Have simple measurement skills.
10. Use 1-10 numberline for basic addition and subtraction.
11. Know parts of calendar, days of week, names of months and seasons.

## APPENDIX B

### CRITERIA FOR SELECTING KINDERGARTEN TEACHERS IN ALHAMBRA DISTRICT

The prospective kindergarten teacher should:

1. Have proper certification.
2. Have taken recent courses in the area of early childhood education.
3. Understand growth patterns and problems of this age group.
4. Like teaching.
5. Be willing to implement district philosophy.
6. Understand and love children.
7. Be able to nurture creativity.
8. Be able to match the learning task to the child and to assess his progress regularly and systematically.
9. Be able to develop appropriate learning centers.
10. Be able to permit children to explore and manipulate materials.
11. Be attuned to the present with wide interests, young in spirit.
12. Be agile in both thought and action.
13. Be accepting of and work with paraprofessionals and volunteer aides (parent and students).
14. Be flexible.
15. Not be self-centered or selfish.
16. Be kind, considerate and patient.
17. Be fair and impartial.
18. Demonstrate self-respect, dignity and courage.
19. Be emotionally stable and able to handle own anxieties.
20. Have a sense of humor.
21. Have a pleasing personal appearance.
22. Have some musical knowledge, preferably ability to play piano.
23. Be willing to work with any Title programs involving kindergarten.
24. Well organized.

## APPENDIX C

### PHILOSOPHY FOR KINDERGARTEN

Alhambra Elementary School District believes the individual child's encounters with his environment in his early years are major determinants of his general learning patterns, as well as of his future success and well-being in adulthood. Therefore, kindergarten should be a time for teaching self-understanding and -reliance and building readiness for the more formal learning tasks to follow.

The program should be preparatory in nature with emphasis on functional learning and meaningful experiences. Opportunities should be provided for developing oral language, visual and auditory discrimination, motor skills, work habits, sensing meanings and relationships, and attaining social maturity.

The program should recognize a child's particular needs and abilities and bring joy to his life and a sense of fulfillment.

## APPENDIX D

### INTERVIEW AND SELECTION OF KINDERGARTEN AIDES

Under the EPDA B-2 program only those persons not currently employed as teacher aides are eligible for the training program. Listed below are items which serve as requisites for all candidates (aides, but not necessarily limited to kindergarten aides) taken from a nationwide study of the requirements of various schools. These were published in a booklet entitled, *Getting Better Results from Substitutes, Teacher Aides, and Volunteers*.

1. Good moral character.
2. Evidence of good physical and mental health.
3. Good grooming.
4. Good English usage.
5. Pleasing personality.
6. Average intelligence.
7. Successful experience working with children.
8. Some formal education beyond high school for most positions.
9. Liking for children and youth.
10. Ability to work under supervision of the classroom teacher—"supervision tolerance."

Special skills provide added dividends. You were nominated and selected for the extremely important position of kindergarten teacher based upon your skills and abilities. In the light of the importance of the program and the "team approach" that will be needed with the aide, please list or make your own personal comments on items or requisites that you consider important as we select the aides. Although the initial interviews will be made at the district, the ultimate decision will be that of the school principal and the teacher. Feel free to make recommendations at this time of persons or a person that you feel is qualified keeping in mind the requirement of EPDA B-2 about current employment.

**APPENDIX E**  
**KINDERGARTEN RATING SCALE<sup>1</sup>**

- |                                                             |       |
|-------------------------------------------------------------|-------|
| 1. Control of arm and hand muscles that go back and forth:  | _____ |
| 2. The use of geometric shapes to create a picture story:   | _____ |
| 3. Control of arm and hand muscles that go round and round: | _____ |
| 4. We follow our own lines:                                 | _____ |
| 5. We develop perception of size:                           | _____ |
| 6. We show an understanding of repeated patterns:           | _____ |
| 7. We see relationships:                                    | _____ |
| 8. We develop our small muscles:                            | _____ |
| 9. We name objects and their uses:                          | _____ |
| 10. We follow broken lines:                                 | _____ |
| 11. We listen and draw a story:                             | _____ |
| 12. We show an understanding of extended patterns:          | _____ |
| 13. We recognize similarities:                              | _____ |
| 14. We recognize differences:                               | _____ |
| 15. We recognize numerals:                                  | _____ |
| 16. We follow directions:                                   | _____ |
| 17. We develop visual number concepts:                      | _____ |
| 18. We complete a picture:                                  | _____ |
| 19. We tell a story from a sequence of pictures:            | _____ |
| 20. We develop perception of form:                          | _____ |
| 21. We develop visual memory                                | _____ |

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## APPENDIX F

### SUGGESTIONS FOR THE DEVELOPMENT OF SKILLS BY KINDERGARTEN AIDES

The following list of skills was developed in the Syracuse (New York) University EPDA training program for teacher's aides working in an early education classroom. These were listed as the consensus of the Syracuse planners. They felt that every aide trainee should be able to:

1. Gain and hold attention of small groups for gradually increasing time spans.
2. Read stories to small groups and obtain verbal responses to the selections.
3. Use "packaged" curriculum materials for language development (e.g., Peabody Language Development Program; Matrix Games)
4. Teach children how to use puzzles, games, etc., and encourage continued use.
5. Work with individuals or small groups on sorting, classifying, ordering, pattern recognition.
6. Use available materials to promote formation and use number concepts.
7. Lead groups in songs and fingerplays.
8. Teach fine motor skills, such as use of scissors, bow tying, fastening clothes.
9. Encourage observation and discussion of natural phenomena.
10. Supervise and encourage children in use of paints, clay, and other expressive materials.
11. Encourage sociodramatic play and related use of language.
12. Encourage and promote block construction.
13. Supervise play on large equipment and encourage exploration and alternate ways of using equipment.
14. Manage behavior problems in calm, positive, and just as important, non-punitive manner.
15. Describe and demonstrate program activities to parents.
16. Use informal measures to evaluate children's progress in all areas.



The principles to be used in training the aides:

1. Make a list of the skills and competencies you wish to teach
2. Focus on specific tasks a few at a time
3. Devise methods of training and ways to evaluate progress

An important element for success (according to the Syracuse EPDA program)

Creation of a suitable learning environment. The atmosphere and environment should make it clear that everyone—children, aides, teachers, and the director—are *all* learning. Each person is growing and becoming. If this attitude can be engendered, then the teacher and director are seen as competent persons who are expert in their field, but not as the final authorities who always know the right answer.

The three principal methods of training used:

1. Modeling—observation and feedback
2. Direct instruction in use of certain materials
3. Observation of peers

## APPENDIX G

### GUIDELINES FOR CLASSROOM OBSERVATION BY AIDES

#### Classroom Atmosphere

1. Teacher-pupil relationship.
2. Pupil-pupil contacts.
3. Children's share in planning.

#### Physical Setup of Room

1. Arrangement of furniture.

Provisions for large-group activities  
Provision for small-group activities  
Provision for individual activities  
Flexibility—changes made to accommodate new activities

Are traffic patterns considered?  
Who moves the furniture?  
How frequently is furniture rearranged?

2. Centers of interest.

What are they?  
How are they arranged?  
Provision for separation of active and quiet areas  
How many children are in each area?  
Are children working in each area?  
Evidence of routines (e.g., cleanup)

3. Bulletin boards.

What is displayed?  
How is the display organized?

4. Materials and equipment.

Indoor or outdoor  
Provision for storage  
Routines for use and return of materials

#### Routines

1. Arrival and dismissal.

Alone, by bus, or escorted by parents  
Individually or by class lines  
Time and place

2. Clothing.

Labeling, hooks in closet  
Dressing problems  
Storage

3. Attendance.

4. Toileting.

In the kindergarten classroom or in regular school facilities  
Procedure for leaving the room, e.g., children go by need or at a specific time; as a class or in groups  
Toilet routines. e.g., handwashing

5. Snack time.

When and how much time is provided?  
What is served and how?  
What are the cleanup provisions?  
What are the opportunities for children to talk to each other?  
What are the opportunities for language development, mathematics, or science learning?

6. Resting.

Is the classroom quiet?  
Are the lights out?  
Are the children resting comfortably?

7. Record Keeping.

Attendance  
Health

8. Techniques and Methods for Transitional Activities.

Kind  
Signal  
Time allowed

Curriculum Learnings

What do children learn when they play with puzzles, blocks, etc.? (Ideas, language, relationships, and subject content, e.g., mathematics, science, etc.)

Note: During the observation think of some of the ways you might contribute to the teaching-learning situation in the classroom.

This guideline was prepared by the Auxiliary Career Unit and the Bureau of Early Childhood Education in New York City. It is only a suggestion for some of the areas and things that may be observed and as such is for you to use as a general guideline. Some areas may not apply or you may wish to add areas not included in this guideline.

## APPENDIX H

Dear Parents:

Alhambra District's Kindergarten department is in the process of developing a reporting system which will reflect the progress your child is making in the Readiness Skills areas.

The two sheets labeled *Kindergarten Progress Report* cover the major skills to be introduced during the year. This Report gives you an overview of the entire Kindergarten program with the exception of the motor skills area, which is far more extensive and just covered briefly here. It is in keeping with the district's desire to help your child develop the skills related to the reading process.

Explanation of checks:

+ Doing well . . . . . indicates child has learned skill and is using it.

✓ Room for further growth . . . . indicates child is still in process of learning skill and has made some progress.

No mark . . . . . indicates the skill has not been introduced at this time.

It is hoped you will visit your Kindergarten class sometime soon. You are always welcome, but do let your teacher know ahead of time.

Sincerely,

Your Kindergarten Teacher

## 3

A

R

53

10

## 5

## 1

## D

- 17

## 7

- 2

## 1

- 1

## 1

## 11

- 2

- 1



## APPENDIX I

### PARENT - AIDE WORKSHOP

1. Parents' reaction to Parent Conferences.

Helps parents to be aware of areas they can help in.  
Personal contact important.  
Wish we had an earlier conference.  
Helped parents better understand program.

Recommendations for improvement.

Longer than 15 minutes.

2. How many conferences needed?

Two or three.  
A few want four.  
Open House in September to explain program plus two conferences.  
(General consensus after discussion.)

3. Parents' reaction to progress report checklist.

Very good.  
Parents appreciate specifics; also want comments to alert them to problem areas if any.  
Checklist insures that teacher must stop and think about each child individually.  
Appreciated the black and white of strengths, weaknesses and suggestions.  
Much better than the first and second grade.  
Report card used first quarter. It was too general.

Recommendations for improvement.

Behavior and social skills—more information.  
Eliminate some of little, odd ball things.  
Conference should always be held to explain checklist.

4. Questions regarding program — buzz session.

Request that sheets of "start write" paper be sent home with letterbooks.  
Request that first, second and third grades have checklist also. Why letters are taught in order that they are? This was explained.  
Recommend that the a.m. and p.m. classes do not switch at semester. Feel that many younger ones still take naps.



## APPENDIX J

### MATERIALS USED IN TRAINING PROGRAM

#### Psychomotor Domain:

|                                        |              |
|----------------------------------------|--------------|
| Finger Games                           | Album HYP506 |
| Learning Basic Skills Through Music    | AR514        |
| Discovery Through Movement Exploration | AR534        |
| Sensorimotor Training in the Classroom | AR532        |

Guide to Movement Exploration and Exploring Movement  
Daily Sensorimotor Training Activities—a Handbook

Lummi Sticks (kit)  
Poi-Poi (kit)

Rope Skipping, Rhythms, Rhymes, and Routines AR536

|                                |          |
|--------------------------------|----------|
| Rhythmic Parachute Play        | KEA 6020 |
| Rhythm Time                    | 023      |
| Rope Jumping and Ball Handling | 137      |
| Basic Motor and Ball Skills    | 395      |

|            |      |
|------------|------|
| Peg Boards | 3685 |
| Shoe Pegs  | 3699 |
| Parquetry  | 3661 |

Parachutes (surplus)

#### Affective Domain:

|                                     |      |
|-------------------------------------|------|
| Fun with Faces: Animal Face Puppets | 1189 |
| Understanding Our Feelings          | 1215 |
| Puppet Playmates                    | 1106 |
| My Face and My Body                 | 284  |

|                                                           |     |
|-----------------------------------------------------------|-----|
| Picture Set A-Part 2 The World Around Me                  | 354 |
| Improving Your Child's Behavior—Hunter and Carlson (book) | 733 |
| Why Didn't I Think of That (book)                         | 703 |
| Where is Home                                             | 364 |
| Telling Tails                                             | 365 |
| Through the Day                                           | 366 |
| Things I Like to Do                                       | 367 |
| How Does it Feel                                          | 368 |
| Little, Big, Bigger                                       | 369 |
| Make a Funny Story on the Flannel Board                   | 170 |
| Understanding the World Around Us (members of the family) | 149 |

|                         |      |
|-------------------------|------|
| Human Parts Flannel Aid | 7842 |
| Color Cubes             | 303  |

|                 |                             |
|-----------------|-----------------------------|
| My Family and I | Album GIC10<br>(Singer SVE) |
|-----------------|-----------------------------|